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ABSTRACT

This master plan for the College of the Canyons, a member of the Santa Clarita Community College District, covers the years 1996 through 2001. The master plan aims to describe and justify the goals of each educational program and division, and identify their needs in order to ultimately make a convincing case for the human and material resources required to meet the needs of the programs. Section 1 defines the purpose of the overall plan. Section 2 offers a profile of the campus and the district, including demographics, a history of the district, and projections for the future. Section 3 defines the mission, goals, and vision of the college. Section 4 is an environmental scan which addresses the impact the external environment has upon the institution. Section 5 is the five-year educational master plan of the Applied Arts and Technology division. Section 6 is the plan of the Fine Arts and Humanities division. Section 7 is the plan of the Science and Mathematics division. Section 8 is the plan of the Social and Behavioral Sciences division. Section 9 is the plan of the Student Services division's instructional programs. Finally, section 10 is the plan of the Instructional Resources division. (NB)

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Educational Master Plan

College of the Canyons

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College of the Canyons
Santa Clarita Community College District

Educational Master Plan

1996 - 2001

October 1996

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Definitions Used for the Educational Master Plan

Section 1: Introduction to the 1996-2001 College of the Canyons Educational Master Plan

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Section 5: Applied Arts and Technologies Division

Overview

Administration of Justice

Computer Electronics

Computer Science

Drafting

Environmental Control, Quality Technology, and Real Estate

Quality Technology

Real Estate



College of the Canyons

Santa Clarita Community College District

Educational Master Plan

1996 - 2001

Section 1: Introduction to the 1996-2001 College of the Canyons Educational Master Plan

1. Purpose of the Plan

An educational master plan is designed to:

- Explain a college's overall purpose, community context, educational philosophy, curriculum and educational programs and related support services;
- Describe and justify the short, medium and long-term goals of each educational program and Division; and
- Identify the needs of each educational program and make a convincing case for new resources to meet those needs.

Along with the facilities plan, the educational master plan is designed to direct and justify the investment by the State and the college of human and material resources. This is particularly true for the expenditure of funds for capital outlay projects.

2. Genesis of Its Development

Initial discussions about the educational master plan started in Fall 1995 with a meeting with the college's planning consultants, The Resource Group (TRG). An initial agreement was reached with TRG and the Superintendent-President and approved by the Board of Trustees. The agreement called for TRG to provide consulting services to assist the college in establishing an educational master planning process; to provide follow-up services to train faculty and division chairs in how to assemble their portions of the plan; and to assemble and provide the initial formatting of Sections 5 through 10 of the final report.

The college was intent on developing a comprehensive educational master plan which mapped out the

Family Studies and Early Childhood Education

Hotel and Restaurant Hospitality Management

Library/Media Technology

Welding

Section 6: Fine Arts and Humanities Division

Art

Cinema

Dance

English

English as a Second Language

French

German

Journalism/Media Arts

Music

Philosophy

Photography/Media Arts

Public Relations/Media Arts

Radio/Television

Spanish

Speech

Theater

Section 7: Mathematics and Sciences Division

Astronomy

Biological Sciences

Chemistry

Geography

Geology

Health Science

Mathematics

LVN Nursing

Nurse Assistant Training

Physics

Registered Nursing

Section 8: Social and Behavioral Sciences Division

Accounting

Anthropology

Business Law

Business, Business Management, Business Math

Economics

History

Information Management

Physical Education

Political Science

Psychology

Sociology

Section 9: Student Services Division: Instructional Programs

DSPS General Studies

Personal Development

Section 10: Instructional Resources: Academic Support



Institutional Research Homepage



Definitions
For the
Educational Master Plan Data

1. Total Number of Courses Offered:

Number of courses listed in the schedule of classes for the semester.

2. Total Number of Courses Made:

Number of courses listed in Computer Center report as of first census week.

3. Number of Students at Census:

Total students enrolled as of first census. This is a duplicated count since a student enrolled in four courses is counted four times.

4. Number of Students Completing:

Total students enrolled as of the end of the semester. This is a duplicated count since a student enrolled in five courses is counted five times. The difference between item 3 and item 4 is the number of students who withdrew from classes. Included are both students who successfully and unsuccessfully completed courses.

5. Total WSCH (at census):

Weekly Student Contact Hours describes student attendance during a one-week period at the college. More specifically, it represents the total number of hours that all students spend in classes during the first census week of the semester. It is calculated by multiplying the total number of students enrolled in a class by the number of hours the class meets per week. For example, a course which has 20 students enrolled at the time of first census and which meets for one hour on Monday, Wednesday and Friday would have a WSCH of 60 (20 students x 3 hours per week).

6. Total FTEF (at census):

Full-Time Equivalent Faculty (FTEF). Each course taught at College of the Canyons is assigned a teaching load, depending upon the number of hours the class meets and whether it is a lecture or laboratory format. A faculty member's teaching load is determined by adding together all the loads for each class s/he teaches. One example of a full-time teaching load for one semester is 15 lecture hours. Full-Time Equivalent Faculty (FTEF) is the member of faculty that would be needed to teach all the classes for a given semester if each faculty member were assigned a full load.

7. Total Units of Courses Made:

The total number of units of the courses offered as of first census week.

8. Instructional Effort/Load (WSCH/FTEF):

Instructional load is calculated by dividing WSCH by FTEF. The resulting number represents the average number of student contact hours per full-time equivalent faculty member at the institution. The higher the load, the greater the number of students being instructed per faculty member. Load is often viewed as a productivity measure for an institution.

9. % Completion:

Percent completion is calculated by dividing the number of student completing a course (item 4) by the number of students enrolled as of first census (item 3).

10. % Passing:

Percent passing is calculated by dividing the number of students who received grades of A, B, C, D, or CR by the number of students enrolled as of first census (item 3).



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DEF1.WPS

Office of Institutional Development

March 1996

planned development of each of its divisions and departments. The last plan developed by the college several years ago had not provided a comprehensive assessment of current conditions nor plans for future development. A new educational master plan was needed to provide the backbone for the entire planning process of the college.

3. Participants in the Process

The Superintendent-President provided the leadership and began discussions about the importance of developing a comprehensive educational master plan for the college. Working with the Assistant Superintendent-Vice President of Instruction and Student Services, they contacted and secured the services of a consulting group to assist the college with the development of a plan.

The educational master plan process was directed by the Educational Master Plan Committee, composed of:

- Dr. Carter Doran, Assistant Superintendent - Vice President of Instruction and Student Services
- Mr. Jan Keller, Assistant Dean of Learning Resources
- Dr. Nancy Mattice, Assistant Dean of Institutional Development
- Dr. Esteban Soriano, President of The Resource Group

Dr. Soriano served as a consultant for the educational master planning process, meeting with the planning committee and with Division Chairs and Lead Faculty to assist each group in developing their portion of the plan.

The planning committee met with a group of faculty during the January 1996 Flex period and agreed upon a timeline which would allow Lead Faculty and Division Chairs adequate time to prepare their portions of the plan. In the following weeks, Dr. Soriano presented informational and training sessions for Division Chairs and their Lead Faculty.

Historical enrollment and student outcome data were prepared for each academic area, for each Division and for the entire college by the Office of Institutional Development. Lead Faculty called upon full-time faculty, and in some cases part-time faculty, teaching in the academic area to assist them in planning for the future of the program. In most cases, the Lead Faculty member wrote their section of the plan. Each Division Chair read and reviewed the plans from their Lead Faculty and requested revisions, as needed. The Division Chair then prepared the introductory section for the Division. All material prepared by Lead Faculty and the Division Chairs was assembled into one formatted document by the staff of The Resource Group. The introductory sections of the plan (1 through 4) were drafted by the Assistant Dean of Institutional Development and the Vice President of Instruction and Student Services.

4. Linkage to Other District Planning Initiatives

The educational master plan benefits from the planning initiatives already undertaken by the college. In particular, the Comprehensive Planning Task Force has developed a number of publications which are cited within this document. They include: Vision 2000: Images of Excellence for the 21st Century (Spring 1990); and Toward the Year 2000: College of the Canyons Strategic Plan (September 1996), the college's third strategic planning document in the last 7 years. The college's Facilities Master Plan is referenced, as well as the documents prepared for the Spring 1997 accreditation process. Academic departments referenced their most recent program reviews to develop their portions of the plan.

5. Intended Use of the Plan and Its Role in Future Program Development and Delivery

The educational master plan will be used as the primary planning document to guide the development of academic programs and educational support services over the next five years. It will serve as the primary reference in: the development of courses and programs; in technology acquisition; in the employment of faculty and staff; and in the

building and/or remodeling of campus buildings. The plan will also serve as a primary reference for faculty undertaking a program review for their academic department.

6. Keeping the Plan Dynamic: The Use of Program Reviews for Continual Updating

The educational master plan has been developed as a dynamic document which can be updated periodically by each department and Division. As a department carries out its scheduled program review, the review can serve as the basis for updating the department's portion of the plan.

The educational master plan will be supplemented on an annual basis with the following reports:

- Program Reviews
- Staffing Plan
- Technology Plan

The educational master plan will become a vital link in the college planning process, guiding the annual budget development process.

7. Format of the Sections That Follow

Section 2 contains profile information about the district and the college and an overview of the college organizational structure, academic offerings, current enrollment and staffing. Section 3 provides some of the basic planning documents, including the mission statement, goals, and college vision statement. Section 4 presents the assumptions under which the college is functioning. Sections 5 through 8 include the planning material for each of the five academic divisions, while Section 9 includes the plans for the two instructional programs of the Student Services Division: General Studies and Personal Development. Section 10 provides the future plans for Instructional Resources Center, including the library.

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Educational Master Plan

1996 - 2001

Section 2: Profile of the Campus and District

1. Introduction and History of the District, College of the Canyons and its Development

The Santa Clarita Community College District is located 45 minutes northwest of downtown Los Angeles. The District is located in the Santa Clarita Valley, one of the fastest growing regions in Los Angeles County. The valley has experienced rapid population growth since 1980 and is expected to continue to grow well into the next century. Major residential and commercial developments are planned which will attract more residents and businesses to the area.

College of the Canyons first opened for classes in Fall 1969 at William S. Hart High School. The campus moved to its current site the following year. The Instructional Resources Center, the Classroom Building, Stadium and Student Center opened in 1974, followed by the Gymnasium (1976), the Administration Building (1982), the Laboratory Building (1987), the Child Development Center (1995), and the newly opened Library (1997) and Media and Fine Arts Building (1997).

2. The College Today and Tomorrow

- A Brief Look at Infrastructure: The campus is composed of 11 major buildings and five temporary buildings, for a total of over 350,000 square feet of space. The three newest buildings - the Child Development Center, Library and Media and Fine Arts Building added over 78,000 square feet of space to the campus
- A Brief Look at the Student Body and Its Mix: In Fall 1996, 6,900 students enrolled, making it the largest enrollment of any semester at the college. It was the first semester that the college offered Saturday classes. Table 1, on the following page, provides a demographic breakdown of Fall 1996 enrollment.

Table 1.

Fall 1996 Student Enrollment

End-of-Term Unduplicated Headcount	6,900
Full-Time Equivalent Students for the Semester (FTES)	2077
Mean Age	27.1 Years
Median Age	23.0 Years

Percentage by Gender:

Male	42.0%
Female	58.0%

Percentage by Race/Ethnicity:

White	62.6%
Hispanic/Latino	19.0%
Asian American	5.1%
African American	2.6%
Filipino	2.6%
American Indian	1.2%
Pacific Islander	0.3%
Other, Non-White	2.9%
Unknown/Decline to State	3.6%

Percentage by Educational Goal:

Obtain a bachelor's degree	31.6%
Obtain an associate degree	5.8%
Earn a vocational/occupational certificate	1.7%
Acquire job skills to prepare for a new career	4.5%
Acquire job skills to advance in current job	1.3%
Personal interest (not for employment)	2.5%
Complete credits for high school diploma	0.9%
Undeclared/Undecided goal	51.8%

c. A Brief Look at Academic Offerings, Academic Support, and Student Services

The college offers four types of academic education:

1. General Education - The majority of courses offered are taken by students to meet general education requirements for the associate degree. These courses are intended to provide students with a broad educational background.
2. Transfer Education - The college provides preparation for transfer to four-year colleges and universities in over 30 programs. Transfer courses are articulated to both the California State University and the University of California systems.
3. Career/Vocational Education - Career education programs include vocational and occupational courses that enable students to acquire job skills or prepare for transfer to technical programs at four-year institutions.
4. Developmental Education - The English and mathematics departments offer courses to allow students to improve language or mathematics skills that are below college-level.

The college offers three academic support services: the Library; Audio-Visual Services; and the Tutoring/Learning/Computing Lab. Each of the services is designed to support the College curriculum.

Each provides services to assist instruction and enhance student success.

The college offers the following Student Services to help with a student's adjustment to college and to facilitate the total process of self development in the areas of social, academic and workforce preparation:

- Career Center
- Job Placement
- Transfer/HITE Center
- Admissions and Records
- Counseling/Program Advisement
- Disabled Student Programs & Services (DSP&S)
- Extended Opportunity Programs & Services (EOP&S)
- Cooperative Agencies Resources for Education (CARE)
- New Horizons Program
- Financial Aid/Scholarships
- Athletics
- Student Activities
- Student Health Services

d. A Brief Look at Staff and Its Mix

In Fall 1996 the college had 367 regular employees. This includes administrators, faculty and classified staff as shown in Table 2 below. Over 72 percent of the regular college workforce is composed of faculty. About 25 percent are classified staff and 2 percent are campus administrators. Table 2 does not include part-time adult hourly employees or student assistants employed by the college. These two groups account for nearly 250 more employees.

Table 2.

Fall 1996 College Employees

	<u>Number</u>	<u>Percentage</u>
Total Employees	367	100.0%
Total Employees Who are:		
Administrators	10	2.2%
Faculty	268	72.3%
Classified Managers	12	3.0%
Classified Confidential	9	2.5%
Classified Staff	68	19.9%
Percentage of Employees Who are:	<u>Full-Time</u>	<u>Part-Time</u>
Administrators	100.0%	0.0%
Faculty	25.4%	74.6%
Classified Managers	100.0%	0.0%
Classified Confidential	88.9%	11.1%
Classified Staff	94.1%	5.9%

e. Type and Sequencing of College Expansion Plans

The Five Year Construction Plan: 1998 - 2002 (February 1, 1997) shows the remodel of the old Library, Vocational Technical Building and Laboratory Building as the next construction project to be undertaken on campus. Working drawings are to be completed in 1996-97, with construction scheduled for 1997-98.

The 1998-99 academic year shows working drawings scheduled for three campus projects: Completion of the Fire Safety Access Road; Administration Building and Remodel of the old Administration Building; and a High Technology Center. These projects are dependent upon the passage of bond measures to finance construction.

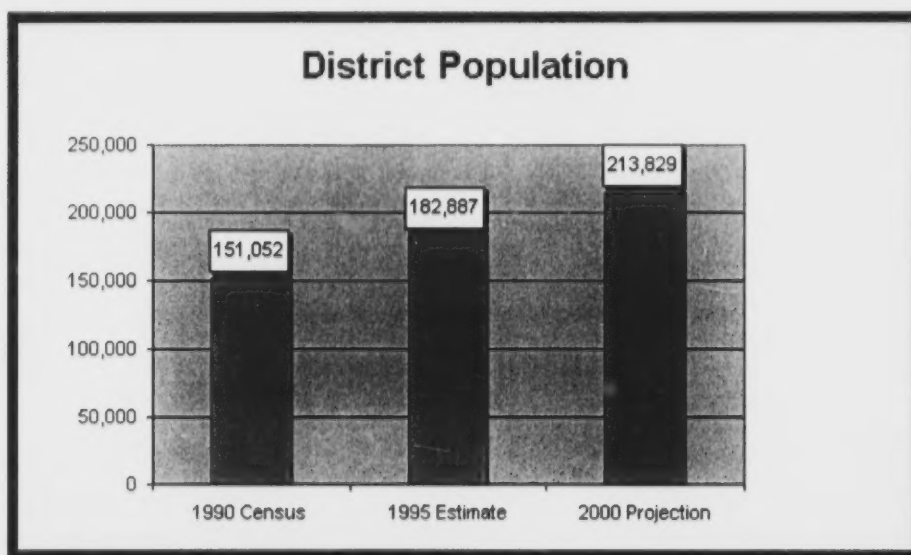
3. The Community Today and Tomorrow: Profile of the District's Service Area

The college's service area is known as the Santa Clarita Community College District (SCCCD). The District encompasses a 367 square mile area and includes the 43 square mile City of Santa Clarita as well as the unincorporated areas of Castaic, Val Verde, and Agua Dulce.

a. Population Trends and Projections

The population of the District has grown rapidly since 1980 and is projected to continue to grow. The 1980 Census recorded a District population of 79,078. The population for the area nearly doubled in the ten-year period from 1980 to 1990 to 151,052. The bar chart below shows a population estimate for the District at mid-decade of 182,887 and a projected population of 213,829 for the year 2000.

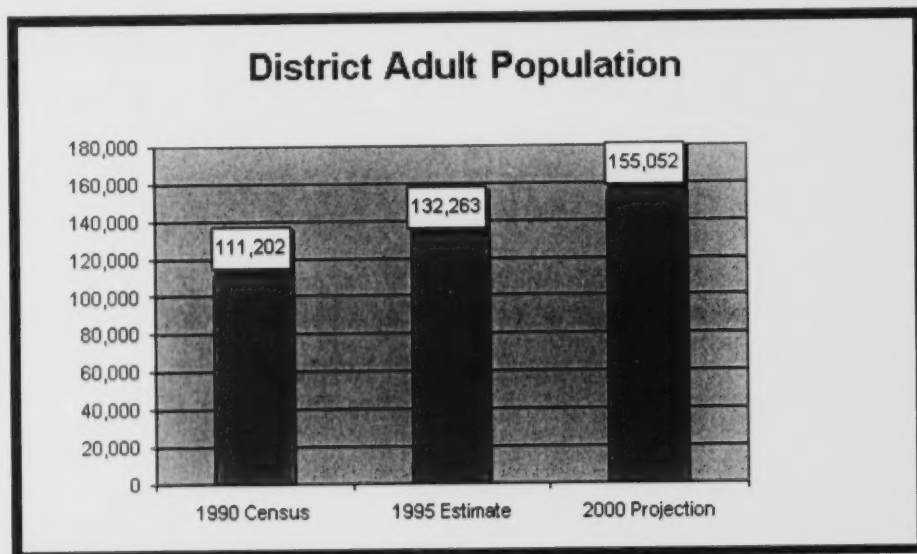
Figure 1.



Source: 1990 U.S. Census. Urban Decision Systems, Inc. estimate, March 15, 1995.

Adult population, or those age 18 and above, are generally considered the primary consumers of postsecondary education services. The bar chart on the following page provides adult population figures for the District for 1990, 1995 and a projected adult population for the year 2000. The projected rate of adult population growth from 1990 to the year 2000 is 39.4 percent, a figure only slightly below the growth rate expected for the entire District population (41.6%).

Figure 2.

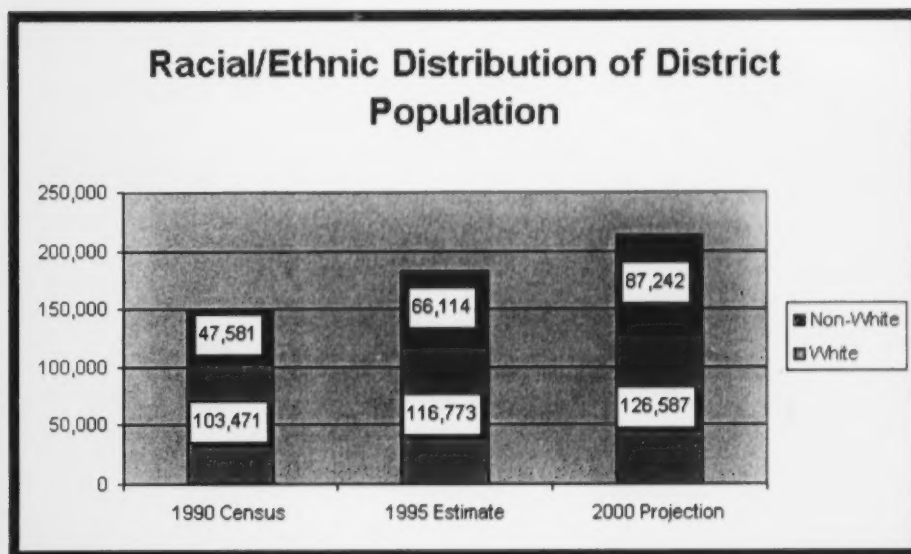


Source: 1990 U.S. Census. Urban Decision Systems, Inc. estimate, March 15, 1995.

Growth is projected to be the greatest among the non-White portion of the District population. The bar chart on the following page shows the non-White portion of the District population growing from 31.5 percent of the total in 1990 to 40.8 percent in the year 2000.

Figure 3.

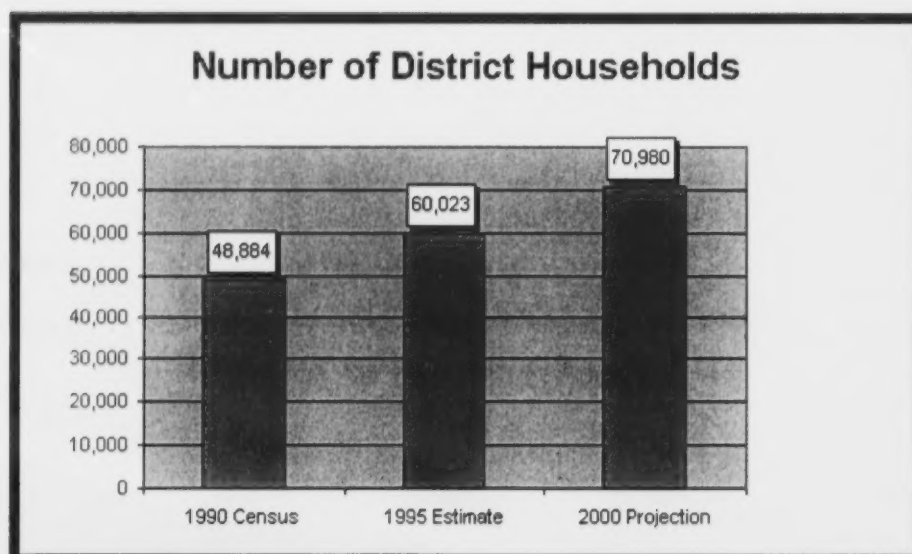
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Source: 1990 U.S. Census. Urban Decision Systems, Inc. estimate, March 15, 1995.

Figure 4 on the following page provides information about the growth in the number of households located within the Santa Clarita Community College District from 1990 to the year 2000. From 1995 to the year 2000, the number of households in the District is expected to increase by over 10,000, or by 18.3%.

Figure 4.



Source: 1990 U.S. Census. Urban Decision Systems, Inc. estimate, March 15, 1995.

The number of District households with incomes of \$75,000 and above will continue to grow rapidly. Households with incomes of \$75,000 and above represented about 36 percent of the total household in 1995. They are projected to increase to 47 percent of the District households by the year 2000. This represents a 51 percent growth rate.

Table 3.

District Household Income

Household Income	1990 Census		1995 Estimate		2000 Projection	
	N	%	N	%	N	%
\$1 - 9,999	2,215	4.5	2,757	4.6	3,171	4.5
\$10,000 - 19,999	3,291	6.7	4,167	6.9	4,407	6.2
\$20,000 - 29,999	4,117	8.4	4,339	7.2	4,727	6.7
\$30,000 - 39,999	5,688	11.6	5,363	8.9	4,941	7.0
\$40,000 - 49,999	6,663	13.6	6,245	10.4	6,232	8.8
\$50,000 - 59,999	6,449	13.2	6,548	10.9	5,357	7.5
\$60,000 - 74,999	8,030	16.4	8,798	14.7	9,144	12.9
\$75,000 - 99,999	7,150	14.6	10,071	16.8	12,402	17.5
\$100,000 - 124,999	2,867	5.9	5,936	9.9	8,666	12.2
\$125,000 - 149,999	1,057	2.2	2,623	4.4	5,452	7.7
\$150,000+	1,376	2.8	3,177	5.3	6,481	9.1
Total	48,903	100.0	60,024	100.0	70,980	100.0

The number of adults, age 25 and above, with a Bachelor's degree or higher will continue to grow rapidly. This group will increase by over 5,200 residents from 1995 to the year 2000, a 19 percent increase.

At the time of the 1990 Census, a greater portion of the 25 years or older population of the Santa Clarita Valley was more well-educated than the entire State population. Table 4 on the next page shows that 85 percent of the local population had completed a high school degree or higher. This compares to 76 percent of the State as a whole.

Table 4.

Educational Attainment of those Age 25 and Above

<u>Educational Attainment</u>	1990 Census		1995 Estimate		2000 Projection	
	N	%	N	%	N	%
Less than grade 9	4073	4.4	4932	4.4	5670	4.4
Some high school	9819	10.5	11933	10.6	13797	10.6
High school	21513	23.1	25653	22.9	29566	22.7
Some college	26679	28.6	31683	28.2	36300	27.9
Associate degree	8756	9.4	10443	9.3	12053	9.3
Bachelor's degree	16021	17.2	19608	17.5	23200	17.8
Graduate/professional degree	6379	6.8	7935	7.1	9608	7.4
Total	93240	100	112187	100	130194	100

Source: 1990 U.S. Census. Urban Decision Systems, Inc. estimate, March 15, 1995.

b. Profile of Industry Mix, Workforce Mix, Goods and Services

The table below shows that the greatest percentage of businesses in the Santa Clarita Valley are service related (37.5%), followed by retail trade (21.0%). These figures are similar to those for the State as a whole (Service - 37%; Retail Trade - 22%).

Table 5.

District Industry Mix

<u>Standard Industrial Code (SIC)</u>	<u>Frequency</u>	<u>Percent</u>
Agriculture/Forestry/Fishing	128	1.8%
Mining	32	0.4%
Construction	674	9.4%
Manufacturing	471	6.6%
Transportation/Utilities	202	2.8%
Wholesale Trade	499	7.0%
Retail Trade	1508	21.0%
Finance/Insurance/Real Estate	551	7.7%
Services	2688	37.5%
Public Administration	28	0.4%
Non Classified	394	5.5%
Total	7175	100.0%

Since its incorporation in 1987, taxable sales in the City of Santa Clarita have increased 56% from \$639 million in 1988 to \$1.0 billion in 1993. Table 6 on the following page shows that during the same time period, retail sales increased 73% from \$510 million in 1988 to \$880 million in 1993.

Table 6.

Taxable Sales for the City of Santa Clarita

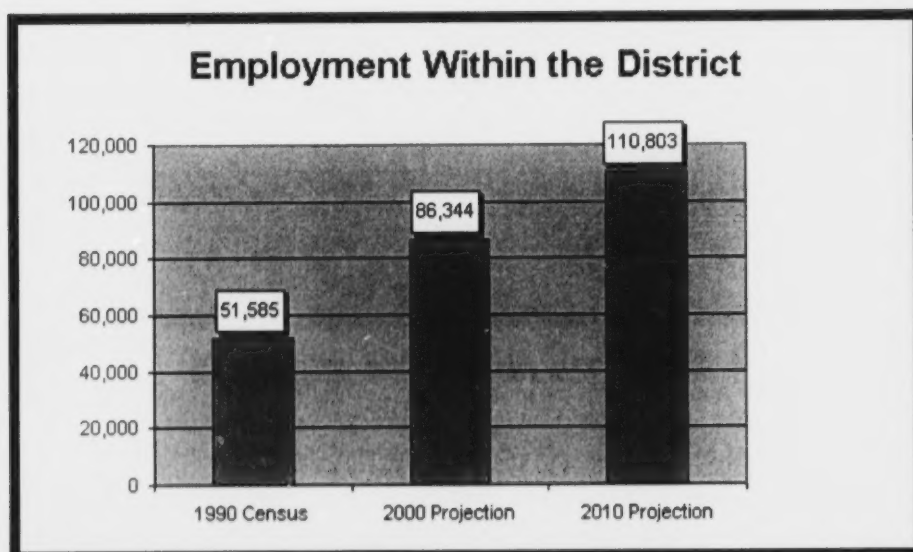
(In thousands of dollars)

<u>Type of Business</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>
<u>Retail Stores:</u>						
Apparel	16,259	23,280	27,463	26,410	33,885	42,457
General Merchandise	43,556	69,643	82,946	82,041	133,130	157,153
Drug Stores	13,306	19,971	23,001	26,928	30,217	26,740
Food Stores	51,503	68,675	77,870	84,780	88,068	67,377
Liquor Stores	5,484	6,619	6,575	6,699	7,540	6,963
Eating/Drinking Places	65,101	78,261	88,074	87,891	86,026	90,691
Home Furnishings	23,375	28,090	24,034	18,491	19,464	22,055
Building Materials	20,393	42,415	47,604	35,656	33,623	33,293
Auto Dealers/Supplies	156,618	231,872	260,728	253,383	265,559	263,222
Service Stations	52,795	64,247	70,438	71,449	82,663	84,258
Other Retail	61,671	76,501	85,788	84,789	87,051	85,885
All Other Outlets	128,675	161,376	166,736	158,656	153,909	147,983
Total	638,736	870,950	961,257	937,173	1,021,135	1,028,077

Source: California State Board of Equalization, Taxable Sales in California.

The number of jobs located within the District is projected to grow. Using projections from the Southern California Association for Governments, employment is expected to increase by nearly 35,000 jobs, a 67 percent increase over the 1990 Census figures. See Figure 5 on the following page. The unemployment rate for the City of Santa Clarita increased from 2.3% in 1988 to 4.5% in 1994. This rate is substantially below the State's overall unemployment rate.

Figure 5.



Source: Southern California Association of Governments, Final Growth Forecast, 1994.

Of workers 16 years of age or older in the Santa Clarita Valley, about 60 percent were full-time employees. Nearly 75 percent of the employees in the SCV worked for private, for profit employers. Refer to Table 7 on the next page.

Table 7.

Employment Status/ Class of Workers in the Santa Clarita Valley

Employment Status

Full-Time	59.8%
Part-Time	40.2%

Class of Worker (16 years of age and older)

Private, for profit	74.8%
Local government	9.1%
Self-employed	7.0%
Private, nonprofit	4.9%
State government	2.0%
Federal government	1.9%
Unpaid	0.4%

In March 1995, businesses in the region detailed those occupations in demand and slated for growth in the near future by responding to the Business Retention and Economic Advancement Project survey. The following occupations were designated for major additional hiring in the 12 month period from March 1995 through March 1996:

1. Food and beverage preparation and services
2. Miscellaneous sales occupations
3. Sales of consumable commodities
4. General managers and officials
5. Mechanics and machinery repair
6. Electrical equipment assembly and repair
7. Packaging and materials handling
8. Miscellaneous personal service occupations
9. Scientific/medical product fabrication and repair
10. Stenography, typing and filing

The following occupations were targeted for major growth from 1998 to the year 2000:

1. Food and beverage preparation and service (617 - new hires projected)
2. General managers and officials (162)
3. Miscellaneous sales occupations (131)
4. Sales of consumable commodities (122)
5. Scientific/medical product fabrication and repair (103)
6. Protective service occupations (100)
7. Stenography, typing and filing (77)
8. Mechanics and machinery repair (74)
9. Medicine and health occupations (73)
10. Packaging and materials handling (64)

4. Organizational Structure

The college has a relatively flat organizational structure. Only 6 percent of all regular employees are considered either administrators or managers. The organizational charts on the following three pages illustrate this lack of multiple layers within the college's organizational structure. Figure 6 shows the relationship of the Board of Trustees to the administrative leadership of the college. Figure 7 provides an overview of management level employees. Figure 8 shows the structure of the Office of Instruction and Student Services, including the 5 Division Chairs who each oversee a specific area of instruction.

Figure 6

College of the Canyons
Santa Clarita Community College District
ORGANIZATIONAL CHART

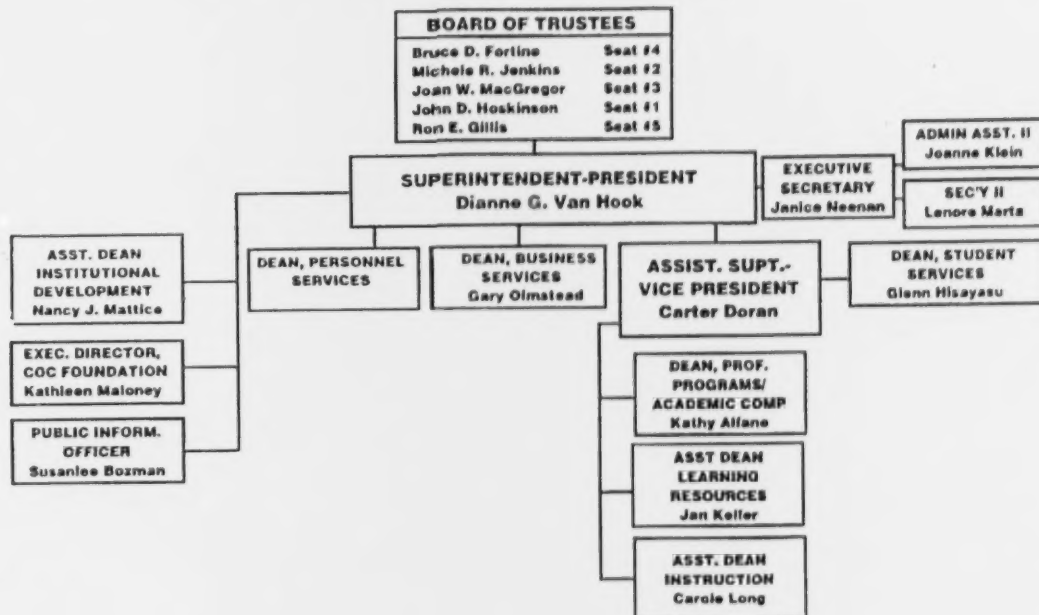
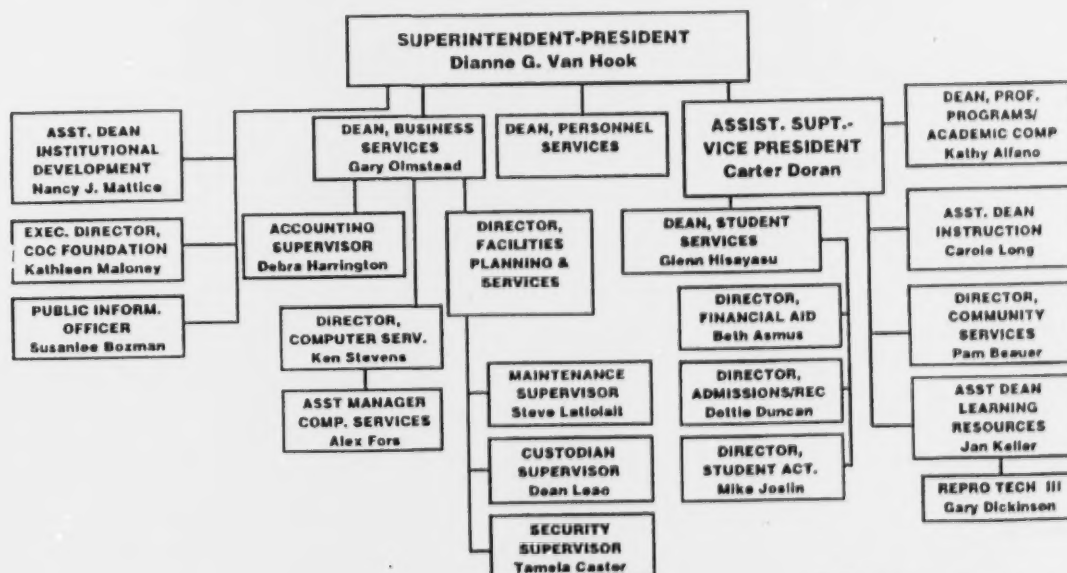


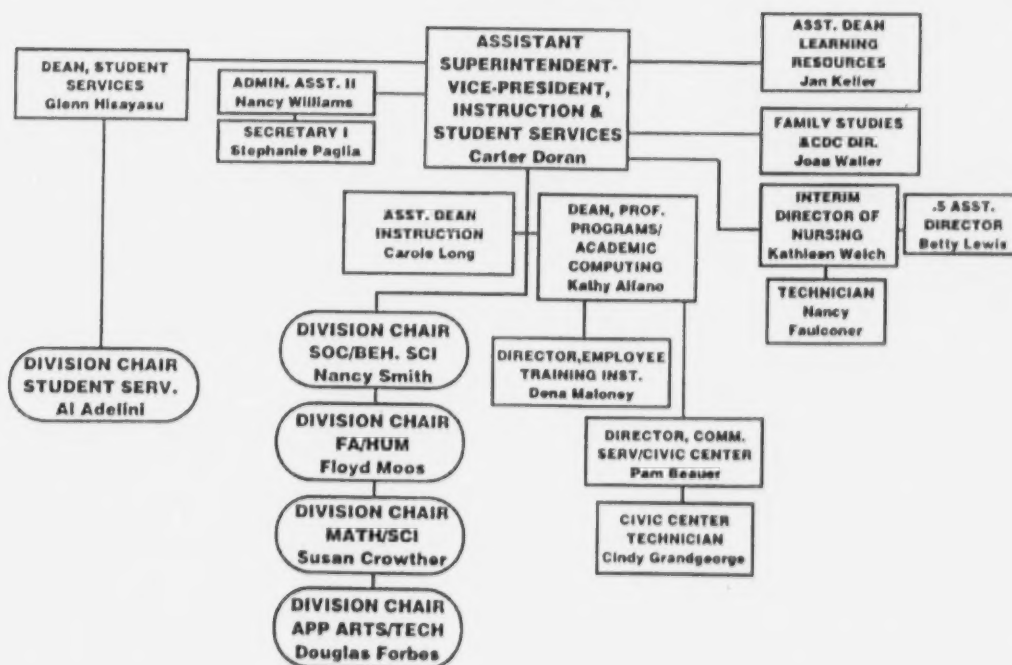
Figure 7

Santa Clarita Community College District
MANAGEMENT ORGANIZATIONAL CHART



BEST COPY AVAILABLE

Figure 8
INSTRUCTION



5. Student Enrollment Trends

a. Historical review of overall District enrollment.

Table 8 shows the changes which have taken place in fall enrollments in the last five years. Enrollment declined in Fall 1993 due to the imposition of the \$50 per unit fee for baccalaureate-degree holding students. Enrollment declined again in Fall 1994 as a result of the Northridge earthquake. In Fall 1995, enrollment began to re-bound and, in Fall 1996, showed a marked 8.8 percent increase over Fall 1995 enrollment.

Throughout the five fall semesters, the mean and median age of the student body has remained stable. A larger percentage of the student body was composed of female students in Fall 1996 than was true in Fall 1992. The student body showed a greater diversity by race/ethnicity in Fall 1996 as well. The number and percentage of white students has declined while the number and percentage of Hispanic/Latino students has increased.

Table 8.

Review of Enrollment,**Fall 1992 to Fall 1996**

	<u>F'92</u>	<u>F'93</u>	<u>F'94</u>	<u>F'95</u>	<u>F'96</u>
End-of-Term Unduplicated Headcount	6670	6486	6157	6340	6900
Full-Time Equivalent Students (FTES)	2120	2118	1995	1980	2077
Mean Age	27.2	26.8	27.0	26.9	27.1
Median Age	23	23	23	23	23
<u>Percentage by Gender</u>					
Male	43.6	42.6	41.7	41.5	42.0
Female	56.4	57.4	58.3	58.5	58.0
<u>Percentage by Race/Ethnicity</u>					
White	74.5	71.9	70.4	69.4	62.6
Hispanic/Latino	14.4	16.5	17.5	18.5	19.0
Asian/Pacific Islander	4.9	4.8	5.1	4.8	5.4
African American	2.4	2.6	2.5	2.6	2.6
Filipino	2.0	2.4	2.5	2.5	2.6
American Indian	0.7	0.9	1.1	1.0	1.2
Other, Non-White	1.1	1.0	1.0	1.2	2.9
Unknown/Decline to State	-	-	-	-	3.6

b. Where students come from.

The proportion of students who's home residence is within the Santa Clarita Community College District has remained stable over the past three fall semesters. Table 9 shows that three-quarters of the student body continues to live within the District.

Table 9.

Home Residence of Students,**Fall 1994 to Fall 1996**

	Fall 1994		Fall 1995		Fall 1996	
Within District	4578	74%	4682	74%	5152	75%
Outside the District, but within California	1493	24%	1583	25%	1641	24%
Out of State	45	1%	44	1%	67	1%
Out of Country (Student Visa F-1)	42	1%	34	1%	40	1%
Total Enrollment	6158	100%	6343	100%	6900	100%

c. What students tend to take.

The majority of students enroll part-time, taking from one to three courses a semester. On average, students enroll for 8 units per semester. About 30 percent of the students enroll full-time, taking 12 or more units a semester.

Over 80 percent of the units in which students enroll can be transferred to a CSU and/or UC campus. Table 10 on the next page shows that in Fall 1995, 82% of the units in which students enrolled were transferable, 8% were units which were applicable toward an associate degree and 10% were non-degree applicable units.

Table 10.

Units Attempted by Transfer Status

	<u>F'92</u>	<u>F'93</u>	<u>F'94</u>	<u>F'95</u>
Units Attempted	53,167	52,705	50,960	51,247
<u>Percentage by Transfer Status:</u>				
Transferable	83%	82%	82%	82%
AA Degree Applicable	7%	9%	9%	8%
Non-Degree Applicable	10%	9%	10%	10%

Most of the course sections offered by the college are courses which are not vocational or occupational. The following table indicates that close to 30 percent of the course sections offered in each of the four fall semesters shown were rated as occupational to some degree. The majority of the course sections offered were rated as non-occupational (71% in Fall 1995).

Table 11.

Number of Course Sections by Vocational Status

	<u>F92</u>	<u>F93</u>	<u>F94</u>	<u>F95</u>
<u>Vocational Status</u>				
Advanced Occupational	41	45	73	75
Clearly Occupational	108	119	85	93
Possibly Occupational	14	10	11	16
Non-Occupational	422	433	442	454
Total Course Sections	585	607	611	638

Close to 60 percent of the course sections offered by the college are offered during the day. In Fall 1995, 371 of the 638 course sections offered, or 58%, were scheduled during the daytime. About 29% were evening classes, while the remaining 13% were independent study or other courses without a scheduled class time. Over 66 percent of the Weekly Student Contact Hours (WSCH) generated that semester was generated by classes meeting during the day. Nearly 33 percent of the WSCH was generated by evening classes. The other one percent of WSCH was generated by independent study or other unscheduled courses.

-

6. Faculty and Staffing Patterns

a. Historical review of district faculty and staffing trends.

The number of regular college employees grew from 331 in Fall 1992 to 367 in Fall 1996, a 10 percent growth. The number of Administrators and Classified Staff decreased during that time. Growth was most notable among the faculty group, with an increase of 37 employees. This represented a 16 percent increase in the number of faculty employees. The number of Classified Managers grew by 20 percent from Fall 1993 to Fall 1996, from 10 to 12 employees. At the same time, the Classified Confidential group grew by 29 percent, from 7 to 9 employees.

Table 12.

Review of Staffing,

Fall 1992 to Fall 1996

	<u>F92</u>	<u>F93</u>	<u>F94</u>	<u>F95</u>	<u>F96</u>
Total Employees	331	351	360	361	367
<u>Employees by Category:</u>					
Administrators	11	10	10	8	10
Faculty	231	252	260	261	268
Classified Manager	N/A*	10	13	11	12
Classified Confidential	18*	7	7	9	9
Classified Staff	71	72	70	72	68
<u>Percentage of Full-Time Employees:</u>					
Administrators	100%	100%	100%	100%	100%
Faculty	30%	28%	26%	27%	25%
Classified Manager	N/A*	100%	100%	100%	100%
Classified Confidential	100%*	100%	86%	89%	89%
Classified Staff	96%	93%	93%	92%	94%

*The Classified Managers group was created in April 1993. In Fall 1992, Classified Managers were counted as part of the Classified Confidential group.

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Educational Master Plan

1996 - 2001

Section 3: The Mission, Goals, and Vision of the College

1. The Role of the College in its Service Area

College of the Canyons is the only publicly-supported postsecondary educational institution located in the Santa Clarita Valley. As such, it plays a key role in providing initial access to the higher education pipeline. The college provides courses of study leading to: transfer to baccalaureate degree granting institutions; preparation for careers; and the upgrading of job skills. The college awards Associate degrees and vocational/occupational certificates.

2. Mission Statement of the College and District

The following mission statement was approved by the Board of Trustees at its May 17, 1995 meeting:

- College of the Canyons is a public, postsecondary educational institution with an open-door admission policy. The College offers to all who can benefit the opportunity to challenge their abilities and to examine critically the values of culture and society in a setting that appreciates the richness of diversity.
- College of the Canyons fulfills this mission by providing quality programs and services in an intellectual environment designed to enhance the students' cognitive, personal, social, and economic potential, enabling them to do the following:
 - a. Participate in a comprehensive general, transfer, and vocational/technical education which allows students to acquire the knowledge and skills to enter, re-enter, and advance in the workplace;
 - b. Access a network of support services which assist students to realize their creative potential and ultimately make substantial contributions to society as educated persons, skilled professionals, and thoughtful citizens; and,
 - c. Benefit from programs and services facilitating the enrichment of community life, the enhancement of business partnerships, and the expansion of economic development.

3. Statement of Institutional Values

In 1989, the college adopted the following statement of institutional values:

College of the Canyons is a quality institution staffed by special people. It is one of the best, if not the best community college in California. The staff of the college has a sense of community that we are committed to maintaining as we grow.

One of the characteristics of College of the Canyons that makes it a great place to work is that its

leadership is strongly committed to valuing people -- the people it serves and the people who do the serving. Elements of that valuing are evident in the following:

Trust	We are committed to building and maintaining a climate of trust, consistency, openness, and honesty.
Quality	We are committed to improving the quality of work life for all those who work here
Involvement	We are committed to involving staff in decisions that affect their well-being.
Support	We are committed to encouraging and supporting innovation and creativity in a variety of forms
Opportunity	We are committed to providing opportunities for faculty and staff to explore and experiment with productive ways to achieve their goals.
Personal Growth	We are committed to expanding and making personal growth opportunities available for students and the staff.

4. Strategic Goals of the College

The following strategic goals were developed by the Comprehensive Planning Task Force at its Planning Retreat on April 24, 1995:

Goal 1: Teaching/Learning

Provide resources, in a positive environment, that support excellent teaching, and lead to effective student learning.

Goal 2: Student Support

Provide and strengthen a comprehensive program of student support services which will facilitate student success and maximize student opportunity.

Goal 3: Cultural Diversity

Provide resources, programs and staff to acknowledge and promote diversity of the community, students and staff.

Goal 4: Human Resources

Promote the selection and development of high quality institutional staff.

Goal 5: Institutional Advancement

Provide a comprehensive development program to generate support, resources and information to enhance institutional success.

Goal 6: Institutional Effectiveness

Evaluate the college's programs and services. Implement and strengthen programs and services that conserve human and financial resources, improve effectiveness, increase participation and teamwork, and cultivate individual responsibility for outcomes.

Goal 7: Financial Stability

Manage fiscal resources to provide institutional stability.

Goal 8: Technological Advancement

Use state-of-the-art technologies to enhance programs, services, and operations.

Goal 9: Physical Resources

Provide a quality physical environment -- a clean, efficient, safe, aesthetically pleasing campus. Provide and plan for the development of new facilities.

Goal 10: Innovation

Look beyond the rapidly changing day-to-day information to the relationships among elements and formulate strategic directions and innovations to maximize the quality of learning environments for our students.

5. The Focus and Vision That Guide College Programs and Planning

Vision is made up of core values and beliefs and are the guiding philosophy of an institution. The following vision statements were discussed and adopted by the faculty at a January 16, 1996 Educational Master Plan meeting.

Currency	The college's programs and staff will be up-to-date in the areas of: • Technology • Workforce preparation • Preparation for transfer • Scholarship and research in the field • Creative and innovative practices in the field • Maximizing resources
Effectiveness	College programs will meet their goals in terms of: • Retention of students in courses and programs • Transfer of students to 4-year institutions • Placement of students into jobs • Upgrading of students job skills • Movement of students from basic skills classes into college-level classes • Personal growth of individual students • Involvement with the community • Quality of student life
Diversity	The college's programs will be designed to meet the needs of a diverse student body (gender, race/ethnicity, age, academic preparation, and disability with divergent learning styles).
Assessment	The college will develop a continuous evaluation process so that its programs meet the needs of: • Local workforce and employers • Basic skills students • 4-year institutions • Life-long learners

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Educational Master Plan

1996 - 2001

Section 4: Environmental Scan: Assumptions About the Future

1. Introduction

The external environment has a profound impact upon an educational institution. The shift from an industrial to an information-based society and from a manufacturing to a service-oriented economy are reflected in the variety of programs currently offered at College of the Canyons and in the new programs under development. COC educators need to develop strategies to ensure that the academic programs will continue to be responsive to the needs of the community in the year 2001 and beyond. To do so requires an examination of our external environment and the future.

2. Assumptions about Service Area Characteristics

a. Population and Demographic Mix

- The population of the District will continue to grow rapidly.
- The District adult population (age 18 and above) will continue to grow rapidly.
- The population will become increasingly ethnically and racially diverse.
- The number of households will continue to grow rapidly.
- The number of households with incomes of \$100,000 and above will continue to grow rapidly.
- The number of adults, age 25 and above, with a Bachelor's degree or higher will continue to grow rapidly.

b. The Economy

- The number of jobs located within the District will continue to grow rapidly.
- The unemployment rate for the Santa Clarita Valley will continue to be lower than the unemployment rate for the County of Los Angeles.
- The median family income of District residents will continue to be higher than the median family income for Los Angeles County.

c. Occupational Shifts and Workplace Requirements

Recent projections for the Los Angeles County Metropolitan Area show the following occupations as the 20 fastest growing occupations requiring a college degree (ranked from high to low by numerical change):

Occupation (Numerical Change from 1993 to 2005)

General Managers, Top Executives (+33,290)
Other Professional, Paraprofessional and Technical (+32,010)
Accountants and Auditors (+19,950)
Systems Analysts - Electrical Data Processing (+18,600)
Marketing, Advertising, Public Relations Managers (+17,720)

Teachers - Secondary School (+14,810)
Financial Managers (+13,810)
Teachers - Elementary School (+13,150)
Teachers - Preschool and Kindergarten (+12,500)
Lawyers (+12,410)

Computer Engineers (+10,570)
Computer Programmers (+9,540)
Management Support Workers (+9,320)
Managers and Administrators (+8,320)
Teachers - Special Education (+7,810)

Physicians and Surgeons (+6,360)
Engineers (+6,240)
Teachers and Instructors (+5,530)
Property and Real Estate Managers (+5,390)
Construction Managers (+5,070)

Source: California State University, Dynamic Environmental Scan,
Long-Range Economic Employment Projections, February 1997.

d. Political, Social and Community Issues

- The number of senior citizens in the District will continue to grow.
- There will be continuing controversy over development in the Santa Clarita Valley.

3. Assumptions about Student Characteristics

a. Trends in the Profile of Students Who Will be Enrolling at the College

- Enrollment in elementary and secondary schools in the District will continue to grow.
- The number of high school graduates from the District will continue to grow.
- More than half of the June high school graduates from the District plan to attend a community college.
- The student body will continue to be racially and ethnically transformed.
- The college will be called upon to serve an increasing number of economically and educationally disadvantaged students.

b. Assumptions about Enrollment Growth to the Year 2001

- Enrollment at College of the Canyons will continue to grow.
- The Research and Analysis Unit of the Chancellor's Office forecast an enrollment of 9,200 for College of the Canyons by the year 2001.



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Section 5:

Applied Arts and Technology

Five Year Educational Master Plan

1996 - 2001

1. Overview of the Applied Arts and Technology Division and Programs

The Applied Arts and Technology Division consists of six full-time faculty members and thirty adjunct faculty members (Spring, 1996). These faculty members represent the following academic areas:

- **Administration of Justice**

- The Administration of Justice program involves the study of the theory and practice of law enforcement, police work, the court and corrections systems.

- **Computer Electronics**

- Electronics involves the study, understanding and application of basic electrical and electronic concepts. It covers areas such as electronic test equipment operation, electronic assembly practices, mathematical analysis of components and circuits, power supply operation, digital circuitry operation, microprocessor programming and interfacing.

- **Computer Science**

- Computer science is an exciting program dealing with the problems in organizing, representing, manipulating and presenting information in an automatic processing environment. The Department lists eleven courses in the 1995-1996 Catalog.

- **Drafting**

- Drafting is graphic communication using lines and symbols to convey the size, shape and materials used for the manufacture or construction of products and buildings. Also included are the interior design and Computer-aided design courses.

- **Environmental Technology**

- Environmental technology is the study of water treatment and distribution processes as well as wastewater treatment and disposal.

- **Family Studies and Early Childhood Education**

- Family studies and early childhood education include both child development and foster care education. Child development is the study of physical, socio-emotional, cognitive and

psychomotor growth and development during pre-natal to school age.

- **Hotel & Restaurant Management**

- The Hotel & Restaurant Management program will prepare students for employment in the restaurant and hotel management field. Career opportunities for trained personnel are almost limitless in restaurants, hotels, amusement parks and resorts.

- **Quality Technology**

- Quality technology is a career-oriented program designed to prepare students for a variety of careers from entry-level inspection to quality management, and /or audit and survey teams.

- **Real Estate**

- Real estate includes the study of fundamentals, methods and techniques of the many different aspects of the profession. Real estate offers many opportunities for trained specialists who enjoy working with people.

- **Welding**

- Welding is a vocational program involving the study of metals and welding techniques and the development of skills in tool usage, welding and cutting.

2. Characteristics of the Applied Arts and Technology Division

The Applied Arts and Technology Division has been developed over many years to be a flexible vehicle for delivering business-driven courses incorporating some of the newest technology and leading-edge software while maintaining a broad-based, generic series of courses.

The Applied Arts and Technology Division consists of those programs generally thought of as vocational offerings, granting certificates of completion and job placement assistance. While the Division does those things, increasing numbers of our students are using the courses offered to gain a better understanding of subjects that would normally be considered transfer majors such as engineering.

The courses taught within the Applied Arts and Technology division have been some of the smallest classes at College of the Canyons, frequently being canceled as a result of low enrollment. The efforts of the faculty to advertise the programs and recruit new students are the only reason that the courses we offer are still viable. This notwithstanding, once students are attracted and justification given for running the classes even though they are on the small side (17 student minimum) the Applied Arts and Technology division has the highest retention, completion, and job-placement percentages, for the last five-year study, at the College.

While the programs offered in the Applied Arts and Technology Division are not impacted, as many of the other programs are, there is growth. This is not clearly shown in the data because the decline in the Real Estate classes which were some of the largest classes in the division, skew the numbers. The new facilities for Computer-aided Drafting classes, which will not be available until 1997, have delayed the growth which can take place in those courses. Taking the above into consideration, there is a steady albeit not dramatic upward trend in the division.

The Applied Arts and Technology Division generates a WSCH of 6,579.34 at census of 1472, and the Instructional Effort/Load (WSCH/FTEF) was 381.50 for the Fall, 1995 semester. This number is low due to factors including the ones listed above. The quality of the instruction is remarkable though in view of the large numbers of students completing certificates and joining the workforce. Additional activities on the part of the faculty not shown in the numbers include maintaining currency in a quickly changing technology such that students completing these courses are very satisfied with the training and so are their employers.

The most striking characteristic of the Applied Arts and Technology Division is the low number of full-time instructors. The majority of our departments (5 of the 10 in the division) have no full-time instructors (Environmental Tech., Real Estate, Quality Tech., Hotel Rest. Mgmt., Admin. Just.). In addition 84% of the courses in the division are taught by part-timers and the division chair serves as lead faculty for the five programs listed above.

The Applied Arts and Technology Division enrollment can be best increased by letting the community know of the quality of the courses offered in the division and the success of the students who have graduated from our programs. There are consistent comments from students and employers that the courses we provide are of the highest caliber and currency.

3. Mission, Goals, and Objectives of the Applied Arts and Technology Division

The mission of the Applied Arts and Technology division mirror those established by the College:

All of the division's course offerings are designed to meet the general, transfer, and/or vocational/work force/technical education needs of the College's students.

4. Introduction to the Applied Arts and Technology Division Components that Follow

Generally, the Lead Instructors served as the writers for the departments' educational master plans. In some cases, full-time and/or adjunct instructors were consulted. However, since many of the division's departments are single-member departments, this consultation was not necessary.

It must be noted that many of the division's educational master plans were written by instructors who are not full-time department members. Therefore, the plans produced below are certainly subject to minor or major revision if full-time faculty are employed. Also, faculty frustration was frequently expressed at developing future goals and objectives without the certainty of adequate budgets. It must be emphasized that budget constraints, in almost all cases, have produced less ambitious but possibly more realistic goals.

Many curricular offerings of the departments in our division will be greatly affected by the completion of the construction on campus.

5. The Educational Master Plans for each program in the Applied Arts and Technology Division follows...



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Educational Master Plan

1996 - 2001

ADMINISTRATION OF JUSTICE

Applied Arts Division

Program EMP Team Members:

- Robert Warford
- Terry Sonntag
- Daryl Meeks
- Arch Henderson
- J.J. O'Brien

Description of Combined, Overall Key Goals for Administration of Justice Program

For many years, the Administration of Justice Program at College of the Canyons has maintained the status quo, offering the exact same curriculum each year, with some courses alternated every other semester. The curriculum is exactly the same as that offered in 1990.

The program has been allowed to exist with little direction and support from the Administration. All instructors are part time, with most teaching one 3 unit class.

No resources have been allocated for program administration or curriculum development. The three goals are proposed to bring the Administration of Justice Program at College of the Canyons up to date and in keeping with the needs of students seeking a law enforcement career and the needs of the law enforcement profession as stated by the Administration of Justice Advisory Committee.

The first goal is to update and modernize the Administration of Justice curriculum offered by the College. The second goal is to develop and implement a Security Guard Training Program with state certification as a security guard. The third goal is to offer classes that attract in service law enforcement personnel who are striving for promotion or professional development.

Program Goal #1

Update and modernize the Administration of Justice curriculum to better serve the needs of our students and the law enforcement profession that will employ them.

Short Term Objectives for this goal (1996-1998)

Revise course offerings for the 1997-1998 school year to fall more in line with upper division requirements of the state university programs and the curriculum of other community colleges.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Lead faculty will visit community colleges and state universities offering Administration of Justice programs to compare curriculum offered and obtain insight from lead faculty. (Through VEETA funds).
2. Make revisions to course offerings as needed, based on results of visits and feedback from other lead faculty.

Assuming reasonable and new sufficient funding

1. Lead faculty should be allotted hours to competently coordinate and administer the Administration of Justice program.
2. Allow instructors to attend seminars and conferences to enhance their knowledge.

Personnel and Staffing Requirements to Meet This Program Goal

At the present time, the only available funds are the VATEA grant funds, which would cover the visits to other colleges and the revision of courses offered.

Facilities/Equipment Requirements to Meet This Program Goal

None

Fiscal Requirements to Meet This Program Goal

Funding for a part time lead faculty would enable the program to keep current with the requirements of both students and the law enforcement profession. It is estimated that 20 hours per semester would be sufficient to coordinate the program.

Program Goal #2

Develop and implement a state certified Security Guard Training Program

Short Term Objectives for this goal (1996 -1998)

Survey the private security industry to determine the actual need for a private security training program at College of the Canyons, as the need for this program is consistently emphasized by private security representatives at the meetings of the Administration of Justice Advisory Committee. Once the need has been verified, develop the curriculum and interview and hire instructors.

Medium Term Objectives for this goal (1999-2000)

Begin offering the courses for Security Guard Training.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. None

Assuming reasonable and new sufficient funding

1. Develop and circulate a survey to the local private security industry to verify the need for such a training program.
2. Once the need is verified, develop curriculum based on state standards.
3. Develop a brochure advertising the program and distribute to security agencies.

Personnel and Staffing Requirements to Meet This Program Goal #2

Survey implementation and curriculum development would require additional budget.

Facilities/Equipment Requirements to Meet This Program Goal

Classroom space, training materials, and instructional videos. Additional budget required.

Fiscal Requirements to Meet This Program Goal

Instructors salaries and training materials would be required. There is a possibility that this training program could be offered through Community Services and the training costs could be recovered through student enrollment fees.

Program Goal #3

Develop courses that attract in-service law enforcement personnel who are striving for promotion or professional development.

Short Term Objectives for this goal (1996-1998)

Develop course outlines for new classes that could be offered in the 1997-98 school year that would attract and benefit currently employed law enforcement officers and assist them with promotions and professional development. Example courses would be Police Administration and Report Writing.

Medium Term Objectives for this goal (1998-2000)

Continue to offer these advanced classes and develop new classes, base on input from our Advisory Committee.

Specific Activities in Support of Goal

Assuming current budget realities

1. None

Assuming reasonable and new sufficient funding

1. Develop course outlines during the 1996-1997 year and offer courses during the 1997-1998 year.
2. Develop a brochure to advertise the offering of these courses and distribute to law enforcement agencies.

Personnel and Staffing Requirements to meet This Program Goal

Courses could be taught by existing staff, or additional staff could be hired. Additional budget would be required.

Facilities/Equipment Requirements to Meet This Program Goal

Additional classroom space.

Fiscal Requirements to Meet This Program Goal

Instructors salaries and training materials would be additional budget items.

Meeting the College's Vision

The Administration of Justice Program at College of the Canyons has an enthusiastic staff of instructors who are eager to take the program out of neutral and shift into high gear. The review and updating of course offerings is the first step in the revitalization of this program.

If we are able to expand the offerings to the areas of Security Guard and In-Service Training, the diversity and credibility of the program will be greatly enhanced.

The designation of funds for at least a part time compensated lead faculty will enable the program to expand and improve as outlined above.

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

As seminars and conferences are offered that are vital to the training and enrichment of an instructor, funds should be made available for their attendance on an occasional basis. The advantage of part time instructors who are employed by law enforcement full time is that they are kept up to date on most current issues and some are sent to such training by their departments. This makes them more effective instructors at no additional cost to the college.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A





Educational Master Plan

1996 - 2001

COMPUTER ELECTRONICS

Applied Arts Division

Program EMP Team Members:

- Doug Forbes
- Andrea Schwander
- Glen Herrin

Description of Combined, Overall Key Goals for Computer Electronics Program

The Computer Electronics Program at College of the Canyons provides students with an in-depth, generic electronics education which can be applied to any job which uses electronics as the basis for its technology. The program also assists students in securing jobs in the electronics field.

Program Goal #1

To keep current in the changing electronics and computer industry so that the topics covered in the curriculum reflect practical applications taken from real-world situations.

Short Term Objectives for this goal (1996-1998)

Continue to cultivate associations with local industry to provide opportunities for students and faculty to participate in on-the-job training and on-site demonstrations.

Medium Term Objectives for this goal (1998-2000)

Investigate the possibility of computer-based open-entry, open-exit modularized training so that the turn-around time required to complete the electronics training could be shortened. This would be consistent with requests by students to shorten the training time but not be the desire of most employers who prefer that the students have spent sufficient time to be known to be able to tackle a long-term goal and be successful at attaining it.

Long Term Objectives for this goal (2001 and beyond)

Dependent upon the decision to modularize or not (as above), redesign the computer electronics program so that instruction would be more computer-based and self-paced.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Continue industry relationships.
2. Continue to take personal responsibility for currency in the field through participation in seminars and consulting activities.
3. Continue to provide job placement assistance as a result of industry relationships.

Assuming reasonable and new sufficient funding

1. Advertise the program. We currently have a well-respected program with many job openings but few students.
2. Purchase training software and videos. Currently these materials are generated in-house without compensation.
3. Replace aging equipment. Currently much of the equipment is simulated on the computer.

Personnel and Staffing Requirements to Meet This Program Goal

Based on the lack of advertising and the lack of students willing to do the studying required to be successful in the computer electronics field, no additional staffing is foreseen in the near future unless there is a change in the above. This is unfortunate in that all the surveys we have compiled show that electronics is the field where there are numerous career opportunities and that a generic electronics curricula is the appropriate way to prepare for these careers.

Facilities/Equipment Requirements to Meet This Program Goal

See above

Fiscal Requirements to Meet This Program Goal

See above

Program Goal #2

Investigate the possibility of combining the Computer Electronics and the Computer Science programs.

Short Term Objectives for this goal (1996-1998)

If the current trend continues more engineering activities will be done using computer simulation and modeling rather than actual building of engineering samples etc. This means that computer science is less programming in relatively low level languages, but more in using and modifying high-level modeling software and writing programs that control electronic devices. The idea is that there be a more distinct focus on engineering tools with clear electronics applications and not on somewhat nebulous programming exercises with no real-world usefulness.

This presupposes that our student population somehow be informed that these are the activities they need to be capable of doing to be successful in industry. If they are

uninformed then whatever we do will not fill the classes which are proposed.

Medium Term Objectives for this goal (1998-2000)

If it is decided by the administration that the two programs are combined the medium term goal would be to redesign the curriculum to include courses in:

Programmable Logic Controllers

Microcontroller Programming (exists in smaller form in Computer Electronics curriculum)

Modeling

Visual Basic

Visual C++ (these are the languages that most applications are written in.)

Networking Hardware

Telecommunications

Some of these classes would be articulated with UC/CSU and some would be certificate requirements.

Long Term Objectives for this goal (2001 and beyond)

Continued refinement of the curriculum above based on industry input.

With the increasing need for technical support at College of the Canyons an offshoot of the above proposal could be the development of a on-the-job training curriculum wherein the students under instructor direction would provide technical support to the college while studying troubleshooting techniques.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. The above goals could only be accomplished through acquisition of additional computers and software. The computers will most likely be in place in the electronics classroom as a result of VATEA moneys received this year (1996) but the software would still need to be purchased.

Assuming reasonable and new sufficient funding

1. See above.

Personnel and Staffing Requirements to Meet This Program Goal

Additional faculty would need to be found to teach the additional proposed classes.

Facilities/Equipment Requirements to Meet This Program Goal

See above

Fiscal Requirements to Meet This Program Goal

1. The licensing of the above software would likely cost approximately \$2,000 per computer if all the computers in the classroom were supplied with all the software suggested.
2. An additional \$14,000-\$16,000 would be required to raise the number of computers in the electronics classroom to 20. There will only be 10 computers after the expenditure of the VATEA funds.
3. If the option of a student technical support team is considered, sufficient equipment and software would be required to assist them.

Meeting the College's Vision

The vision statement lists currency as the first component and the above proposed changes to the electronics and computer science curriculum are certainly going in the right direction. The Santa Clarita Valley Region Business & Economic Advancement Project report lists Electrical equipment assembly repair as the No. 2 current occupational areas that are in demand so the need for electronics and related computer competencies is apparent. The current job placement record for Computer Electronics is testament to the effectiveness and assessment of the program as there has been 100% placement for the past 10 years, indicating an approval by industry of the curriculum and teaching effectiveness. The program should be advertised and marketed so that more prospective students could become aware of the potential for employment.

Activities in Support of Each Vision Goal Statement

See above

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

See above

Professional Development Requirements

As a result of the continuing growth in networking, the college should offer Novell training as part of the curriculum.

Professional development needs (e.g., training, renewal, conferences)

Novell Networking Training

Data and Information needs to stay current and aware of trends

1. Santa Clarita Valley Region Business Retention & Economic Advancement Project Report.
2. Valencia Industrial Assoc. Directory.

Technology needs for instructional delivery, program and prof. dev.

If the above modular approach is decided upon, delivery of those classes could be via the Internet or E-mail. Distance learning facilities including a dedicated server and CD-ROM library would then need to be considered.



Educational Master Plan

1996 - 2001

COMPUTER SCIENCE

Applied Arts Division

Program EMP Team Members:

- Wallace W. Cox

Description of Combined, Overall Key Goals for Computer Science Program

To provide courses which prepare students to utilize computers to their fullest potential, both as students and later as graduates. To offer courses of both practical **and** intellectual merit to Computer Science students.

Program Goal #1

To provide courses which prepare students to utilize computers to their fullest potential.

Short term objectives for this goal (1996-1998)

Review articulation to ensure broadest applicability of computer Science Department curriculum to transfer students.

Medium term objectives for this goal (1998-2000)

Integrate Computer Science instructional objectives with other divisions at College of the Canyons, to minimize duplication and provide more effective support of students' computational and problem solving objectives.

Review current technology in post-secondary education for lasting trends in computer related applications.

Long term objectives for this goal (2001 and beyond)

Seek to implement current technology showing long-term applicability to computer related applications.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Promotion of facilities sharing ventures with other departments to optimize facilities use, and expertise sharing.

Assuming reasonable and new sufficient funding

1. Installation of applicable current technology in Computer Science Lab.

Personnel and Staffing Requirements to Meet This Program Goal

No change.

Facilities/Equipment Requirements to Meet This Program

State-of-the-art computers and software in the Computer Science Lab.

Fiscal Requirements to Meet This Program Goal

\$25,000 to \$50,000 to meet goal of implementation of state-of-the-art computers and software in Computer Science lab.

Program Goal #2:

To offer courses of both practical and intellectual merit to Computer Science students.

Short term objectives for this goal (1996-1998)

Tailor CS132 course structure to emphasize problem solving skills over the narrow focus of program language syntax.

Broaden Computer Science curriculum to include sufficient courses to satisfy a larger percentage of CS and UC lower-division Computer Science requirements.

Medium term objectives for this goal (1998-2000)

Promote the formation of a pool of skilled community volunteers to assist the College in computer related activities, such as computer installation and configuration, trouble-shooting, etc. Such a capability could be formed by the promotion of public-spiritedness, and the idea of a commitment to the College as a mutual self-help community, rather than as the purveyor of an educational commodity.

Long term objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal

Assuming current budget realities

1. Find or write an adequate text to support such a **problem solving** orientation.

Assuming reasonable and new sufficient funding

2. Upgrade Lab facilities to cater to students' (**largely erroneous**) assumption that high-tech hardware enhances the learning process.

Personnel and Staffing Requirements to Meet This Program Goal

No change.

Facilities/Equipment Requirements to Meet This Program Goal

Same as Program Goal #1, above

Fiscal Requirements to Meet This Program Goal

Same as Program Goal #1, above

Meeting the College's Vision

Program goal #1 (to provide courses which prepare students to utilize computers to their fullest potential, both as students and later as graduates) will promote the Vision Goal of diversity and assessment.

Program goal #2 (to offer courses of both practical and intellectual merit to Computer Science students) will promote the Vision Goals of currency and effectiveness.

Activities in Support of Each Vision-Goal Statement

1. Program staff participation in job fairs will provide insight into practical applications for Program curriculum.

2. Promotion of inter-departmental co-operation will further the Vision Goal of diversity, by introducing staff to a wider spectrum of student computational needs, and the Vision Goal of assessment, by providing feed-back from other departments as to utilization of skills taught.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

None beyond what has already been detailed above.

Professional Development Requirements

Membership in such professional organizations as ACM and DPMA, etc. (The particulars would depend upon relative strengths and make-up of local chapters.)

Professional development needs (e.g., training, renewal, conferences)

Unpredictable, but modest and infrequent.

Data and Information needs to stay current and aware of trends

Trade publications already available should suffice.

Technology needs for instructional delivery, program and professional development.

None beyond those already alluded to in item 2 as detailed above.



Educational Master Plan

1996 - 2001

DRAFTING

Applied Arts Division

Program EMP Team Members

- Sylvia Sullivan

Description of Combined, Overall Key Goals for Drafting Program

The Drafting Department has several goals which are inter-related:

1. Train students who are job-ready
2. Increase enrollment.

It is necessary to remain on the leading edge of technology in order to train students who are job-ready. Staying at the leading edge means equipment and software which is current and faculty who are able to teach the latest releases of the software used in the department.

Program Goal #1:

Train students who are job-ready

Short Term Objectives for this goal (1996-1998)

1. Update computers
2. Teach only the latest releases of software
3. Hire faculty with current industry experience
4. Network computers in department
5. Offer courses which prepare students for available jobs

Medium Term Objectives for this goal (1998-2000)

1. Update computers
2. Teach only the latest releases of software
3. Hire faculty with current industry experience
4. Network computers in department
5. Offer courses which prepare students for available jobs

Long Term Objectives for this goal (2001 and beyond)

1. Keep informed of trends in industry
2. Keep informed on the latest software and computer technology

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Hire adjunct faculty with current industry experience

Assuming reasonable and new sufficient funding

1. Update computers to latest industry/technology standards
2. Teach only the latest releases of software
3. Network computers in department
4. Expand course offerings as required by new trends in technology

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire additional full time faculty with current industry experience

(Not in current budget)

2. Hire technician to maintain network

(Not in current budget)

Facilities/Equipment Requirements to Meet This Program Goal

1. Constant upgrades of computers and software

(Not in current budget)

Fiscal Requirements to Meet This Program Goal

Additional \$25,000 needed per year to keep hardware and software current

Program Goal #2:

Increase Enrollment

Short Term Objectives for this goal (1996-1998)

1. Advertise and market program to local industry
2. Re-design curriculum to:
Increase course offerings
Add new disciplines to department

Medium Term Objectives for this goal (1998-2000)

Advertise and market program to local and area-wide industry

Long Term Objectives for this goal (2001 and beyond)

1. Update and re-design curriculum to:
Increase course offerings
Add new disciplines to department
2. Stay at the leading edge of computer and software technology

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Advertise and market program to local and area-wide industry
2. Place students in jobs to encourage networking and recommendations for drafting department programs
3. Re-design curriculum to:
Increase course offerings
Add new disciplines to department

Assuming reasonable and new sufficient funding

1. Update and maintain equipment at the leading edge of technology
2. Update and maintain teaching skills at the leading edge of technology
3. Increase course offerings

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire additional full time faculty with current industry experience
(Not in current budget)
2. Hire technician to maintain network
(Not in current budget)

Facilities/Equipment Requirements to Meet This Program Goal

New Media and Fine Arts Building will have sufficient classroom space to meet this program goal

Fiscal Requirements to Meet This Program Goal

Additional funding required to set-up a strong advertising and marketing program

Meeting the College's Vision

N/A

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

Faculty needs to be at the leading edge of computer-aided-design and drafting technology

Professional development needs (e.g., training, renewal, conferences)

1. On-going need for training in a rapidly changing field of technology
2. On-going need to attend workshops and conferences
3. Release time for full time faculty in rapidly changing technologies

Data and Information needs to stay current and aware of trends

Subscriptions to technology periodicals for faculty and student use

Technology needs for instructional delivery, program and professional dev.

Up-to-date equipment such as overhead projection systems, interactive faculty/student computer workstations





Educational Master Plan

1996 - 2001

**ENVIRONMENTAL CONTROL
QUALITY TECHNOLOGY
REAL ESTATE**

Applied Arts Division

Program EMP Team Members

Doug Forbes

Carter Doran

No full-time faculty in any of these programs.

Description of Combined, Overall Key Goals for Program

These programs are being grouped together because their viability and currency will be studied in detail when the new Dean of Vocational Education arrives in April 1996. Since there are likely to be major changes in the way these programs are offered, any goals other than the most general will not be offered.

Program Goal #1

In each program in the above list, offer the best education possible and job placement assistance consistent with the needs of local industry and demand of students.

Short term objectives for this goal (1996-1998)

Analyze the need of industry for the above programs as they have been offered in the past. Identify areas within each that continue to be of interest to students and are in demand by employers in the local area. Revise the course descriptions to reflect those areas of interest and generate new courses to fulfill new needs in each program.

Medium term objectives for this goal (1998-2000)

Monitor the effectiveness of the changes stated above and modify class offerings to meet new demand.

Long term objectives for this goal (2001 and beyond)

Decide, based on the above, whether or not there may be new programs that warrant expenditure in place of existing offerings.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Based on findings above.

Assuming reasonable and new sufficient funding

1. Based on finding above.

Personnel and Staffing Requirements to Meet This Program Goal

Based on findings above.

Facilities/Equipment Requirements to Meet This Program

Based on findings above.

Fiscal Requirements to Meet This Program Goal

Based on findings above.

Meeting the College's Vision

The programs listed above will be reviewed based on adherence to the College's Vision Statement and any additions to or deletions from the curriculum will be done with view to the specific goals listed below.

Activities in Support of Each Vision-Goal Statement

1. Currency
2. Effectiveness
3. Diversity
4. Assessment

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision.

Based on findings above.

Professional Development Requirements.

Based on findings above.

Professional development needs (e.g., training, renewal, conferences)

Based on findings above.

Data and Information needs to stay current and aware of trends.

Based on findings above.

Technology needs for instructional delivery, program and professional development.

Based on findings above.



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Educational Master Plan

1996 - 2001

**FAMILY STUDIES AND
EARLY CHILDHOOD EDUCATION**

Applied Arts Division

Program EMP Team Members

Joan Waller

Diane Marie Stewart

Description of Combined, Overall Key Goals for Family Studies and Early Childhood Education Program

The Family Studies and Early Childhood Education Program at College of the Canyons will continue to achieve a comprehensive articulated system of professional development, for Early Childhood Teacher/Caregivers, and Foster Parents by providing quality pre-service and in-service training. This will be accomplished by acknowledging many levels of professionalism in the field with the requirements of various roles, responsibilities and necessary qualifications for each. We will maintain access to the profession for diverse groups and individuals in order to ensure a workforce that is reflective of the community in cultural and economic backgrounds. In addition, we will increase our involvement in collaborative efforts to meet the child care and parenting needs of College of the Canyons's students as well as the community.

Program Goal #1

To provide a comprehensive articulated system of professional development for Early Childhood/Caregivers and Foster Parents

Short Term Objectives for this goal (1996-1998)

Conduct an intensive program review aligning program courses with new state mandates reflecting the Chancellor's Office project; Advancing Careers in Child Development: California's Plan, Title 5 and Title 22.

Articulate a congruent approach or philosophy between needs in the field, theory and practicum classes by integrating lab/practicum experience with theory classes.

Medium Term Objectives for this goal (1998-2000)

Develop additional courses identified by the program review and responsive to the needs of the community (customers).

Consider time, day and location of courses.

Examine materials, equipment and resources required.

Formative & summative evaluation of courses, instructors and program.

Long Term Objectives for this goal (2001 and beyond)

Be responsive to changes in the use of technology :

In Classroom instruction

Production of video demonstrations

Use of computer tutorials

Robotics cameras in lab for simultaneous viewing in lecture

Distance learning for specific theory classes

In house computer access for ECE students

LCD and computer

In the Department

Utilize E-Mail, FAX,

Interconnect department computers with those on campus

Interconnect department computers with articulated programs

Achieve computer availability for all faculty to facilitate consistency in department syllabi, forms, grading, records and tracking of students

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Establish a committee to systematically analyze each course.
2. Collect information materials and resources from other colleges.
3. Utilize established Chancellor's Office, advisory committees and consortia for assistance in reviewing existing programs.

Assuming reasonable and new sufficient funding

1. Obtain release time for a full-time faculty member to facilitate a one year examination/revision of the program components.
2. Fund expenses to visit other statewide Community College Early Childhood Education departments/facilities.
3. Fund visits to Sacramento to utilize the Chancellor's Office of Child Development/Foster Care Education.

Personnel and Staffing Requirements to Meet This Program Goal

1. Full time center staff Lead Instructor/Master Teacher to release Director and Associate Director (budgeted).
2. Full-time Secretarial support (budgeted).
3. Part -Time Clerk/Receptionist (additional funding needed).

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional hard/software (additional funding required).
2. Additional telephone line to bring computers on line (additional funding required).
3. Interconnect our current computers with one another and others on campus (additional funding required).

Fiscal Requirements to Meet This Program Goal

1. Release time for faculty, additional staff (\$30,000 in budget, additional \$35,000 required).
2. Hard/software (\$2500 MAC Performa).
3. Telephone line installation, computer hook-up (cost unknown).

Program Goal #2

To continue to promote the professional "career lattice" for Early Childhood Teacher/Caregivers. Including the recruitment of faculty, staff and students representing diverse populations i.e. linguistic, cultural, ethnic and disabled.

Short Term Objectives for this goal (1996-1998)

Participate in workforce training development campus/community wide including involvement in ROP, Tech Prep, School to Work and contract education program.

Align class sequence and job descriptions with nomenclature in compliance with new Title V regulations.

Increase diversity in Instructional and Lab staff.

Examine course content for inclusion of diversity.

Medium Term Objectives for this goal (1998-2000)

Offer bilingual assistance with tutorial services in and outside of class and lab.

Continue a planned Professional Development in-service program for staff and the community.

Expand Child Development Training Consortium - tuition reimbursement.

Assure that students completing the mandated sequence of classes will be qualified for employment as stipulated by State regulation Title V and Title 22.

Develop a collaborative relationship with the County of Los Angeles Migrant Education Program.

Long Term Objectives for this goal (2001 and beyond)

Align Master Teacher salaries with adjunct structure in recognition of their academic functions.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Continue to develop a series of staff in-service training sessions covering relevant issues i.e., Diversity workshop paid by VATEA funds, Mentor Teacher professional development component.
2. Continue use of VATEA bilingual assist/peer advisor.
3. Use Foster Care Education, Mentor Teacher and Child Development Training Consortium grants to increase diversity.
4. Use Public Information Officer and College of the Canyons web-site to promote the program to diverse populations.
5. Continue use of VATEA funded bilingual assist/ peer advisor.

Assuming reasonable and new sufficient funding

1. Develop and implement a class on diversity and anti-bias curriculum for Early Childhood programs.
2. Pay staff and instructors' stipends for attending related in-service training.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire additional Full-Time Instructor (additional funding required).
2. Fund diversity and infusion specialists to provide inservice to faculty/staff (additional funding required).

Facilities/Equipment Requirements to Meet This Program Goal

1. Purchase resource books and texts in Spanish and English (use VATEA funds if available).
2. Purchase videotapes in Spanish and English (Use VATEA funds if available).

Fiscal Requirements to Meet This Program Goal

1. Continue to utilize Child Development Consortium, Foster Care Education and VATEA funding to institute some of these activities.
2. Master Teacher salaries would range from \$36,000 to \$145,000 of additional funding depending on the number of instructors hired.

3. Funding a new class would require from \$3,000 for an adjunct instructor to \$45,000 for a full time faculty member.

Program Goal #3:

To expand comprehensive child care and early childhood education programs for student parents.

Short Term Objectives for this goal (1996-1998)

Form collaborative relationship with community agencies.

Identify affordable alternatives.

Medium Term Objectives for this goal (1998-2000)

To investigate the feasibility of reinstitution of an evening and Saturday program for children in the laboratory preschool.

Long Term Objectives for this goal (2001 and beyond)

Expand on campus support and referral services for student parents and their children such as:

- Parenting classes
- Social services
- Health - Medical - Dental - Vision - Hearing screening
- Psychological support

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Meet with Child care Resource Center and Family Day Care Providers Association (no funding needed).
2. Evening and Saturday child care services would need financial support.
3. Expanded support and referral would require additional financial support.

Assuming reasonable and new sufficient funding

1. Assuming that evening and Saturday child care services would meet a definite need, sufficient funding would make this a reality.
2. Additional and new social services are conceivable with sufficient funding.

Personnel and Staffing Requirements to Meet This Program Goal

1. Evening Program Director/Teachers Clerical Support (additional funding required).
2. In house Social Worker/Counselor (additional funding required).

3. Medical referral network i.e. city agencies (no funding necessary).

4. Adjunct instructor for parenting class (CD 050 Education for Parenting is in place.) (Funding required for additional sections).

Facilities/Equipment Requirements to Meet This Program Goal

Technical support hardware/software for computerized referral system (additional funding required - cost unknown).

Fiscal Requirements to Meet This Program Goal

1. Additional funding will be needed to legally staff and institute an evening and Saturday program, and referral system (Director, Teachers and Clerk ~\$40,000).

2. Additional funding of ~\$4,000 would be needed for consumable supplies and equipment.

3. A part-time social worker would require \$20,000 of additional funding

4. Additional sections of CD 050 Education for Parenting would require \$3,000 of funding not currently provided.

Meeting the College's Vision

The programs in place for Early Childhood and Foster Care Education pre-service and in-service training are current for appropriate workforce preparation. The intent to review existing programs and investigate new curriculum will provide the opportunity to prepare for coming changes in state regulations. These activities along with a commitment to internal and external advancement of the "career lattice" address the goal of effectiveness. The Family Studies and Early childhood Education Program provides an integrated articulated system of certificate courses that afford students the opportunity to move directly in to the workforce or transfer to a 4 year institution. Diversity is an integral part of all aspects of the department. Through inclusion in curriculum, environment, materials and services the intent is to attract and retain underrepresented student groups. Assessment is inherent in all the goals presented. The first addresses a program review course by course. Other activities will have formative and summative evaluations built into process.

Activities in Support of Each Vision Goal Statement

Currency - Review existing course certificates and content for alignment with new state regulations and the new Child Development Permit.

Effectiveness - Prepare and affect change in course offerings to reflect the new requirements and articulate the courses with four year institutions.

Diversity - Develop a new course on diversity and inclusion in the Early Childhood program curriculum. Recruit and provide services for underrepresented students.

Assessment - Review current certificate course offerings.

Include student formative and summative evaluation of courses and instruction, including the lab program as well as the theory classes. Annual extensive evaluation is built into Mentor Teacher, Child Development Training Consortium, and the Lab Program. The Lab evaluation includes the State Preschool Program Contract Monitor Review and Exemplary Program Standards, Child Nutrition Program and visits by State of California Licensing Analysts. Each grant provides evaluative tools for their programs. In addition, the Lab voluntarily undergoes National Academy of Early Childhood Programs Accreditation.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. Current laboratory preschool and lecture classroom meet current needs. Additional adult classroom space is anticipated as enrollment increases.
2. Program Director position needs to be extended from 10 month to 12 month schedule to accommodate all dept programs and curriculum needs.
3. Full time staff in Instruction and Lab are needed.
4. Educational/fiscal support from the District is needed to offset academic lab program expenses and subsidize child care for student parents.
5. Existing grants assist in meeting near term goals.

Professional Development Requirements

1. Workshops on effective communication and interpersonal relations.
2. Inservice training covering understanding special population/student needs and ways to respond: alcoholism/substance abuse, violence, discipline, etc.
3. Understanding diversity and inclusion issues. Developing model curriculum in this area that is implemented in the Lab.
4. Professional development needs (e.g., training, renewal, conferences)
 - NAEYC Publications and videos
 - Attendance at local, state and national conferences
 - Time to present at conferences, attend classes and be nurtured

Data and Information needs to stay current and aware of trends

1. "California's Plan"
2. Community demographics and changes/trends.
3. Statistics regarding local workforce needs and student employment.
4. Professional organization membership and publications.

Technological needs for instructional delivery, program and professional development not covered in current budget

1. New computers (2 Power Macs = \$5,000).
2. Additional software (\$500).
3. Replace department reprographic machine (\$2,000).
4. Instructional robotics cameras for simultaneous use in lectures (\$4,800).
5. Equipment (LCD and computer) to utilize PowerPoint for lectures and presentations.



Educational Master Plan

1996 - 2001

HOTEL AND RESTAURANT HOSPITALITY MANAGEMENT

Applied Arts Division

Program EMP Team Members

Gretchen Blackwell

Description of Combined, Overall Key Goals for Administration of Justice Program

The Hospitality Management Program (HRM) at College of the Canyons has as an identifiable mission the charge of hotel and restaurant workforce preparation with lifelong learning capabilities. This mission is addressed under three agendas: basic skills, professional inservice, and articulation linkages. This speaks to the services orientation, technological advancement, and economic evolution of the Santa Clarita Valley, as well as the business climate within California.

The HRM Program outreach embraces cultural diversity, youth at risk, displaced homemakers, single parents and gender equity in order to encourage obtainable education for all seeking better citizenship and quality assured learning.

The school-to-work process exemplifies the integration of theory and practice. This parallels the position of the HRM Program. The program seeks and supports business partnerships which encourage collaboration and networking. The goal of Hospitality Management at COC is to develop internships and other work based designs in the program to elicit venues of professional practice.

The business and economic profile of the Santa Clarita Valley validates the identified HRM agendas. The Valley is represented as a 37% services business economy. This is coupled with the fact that tourism has a strong link in the advancing economy. The economics profile of the Valley lines up with tourism. Therein are projections of high need in the food and beverage preparation and service as the top slated occupation in the SCV, both in the next 12 months and 3-5 years as well.

To this end COC has agreed to align its vocational courses and technological offerings to address the business in the area. This parallels the focus of HRM as a major influence in the workforce positioning in the area. Skills sought by SCV businesses in training formats exemplify HRM curricula via communication skills, customer service, sales and marketing, work ethics and employability skills. Leadership and supervision of skills are also of interest and answer the need for general managers within the service region.

Program Goal #1

Revalidate the agreement terms as contracted for in the original 1989 California Community College Special Projects Grant to ensure a Hospitality Management at COC.

Short Term Objectives for this goal (1996-1998)

Revisit the agenda to put in place the full time faculty as coordinator and leader of the HRM Program.

Medium Term Objectives for this goal (1998-2000)

Partner with various local restaurant and hotel businesses to complement facility integration and fulfill curriculum commitment especially for school-to-work mandates.

Long Term Objectives for this goal (2001 and beyond)

Involve hospitality industry leaders in the evaluation and quality designation of the program.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Put the full time faculty member into place.
2. The faculty continues searching the college district region for potential partnering situations.
3. Focus via faculty leadership on identifying potential and future community hospitality leaders to validate and assist the HRM Program at COC through advisory and partner relationship staffing.

Assuming reasonable and new sufficient funding

1. N/A

Personnel and Staffing Requirements to Meet This Program Goal

This goal requires the full-time Hospitality faculty.

Facilities/Equipment Requirements to Meet This Program Goal

Facilities and equipment are not needed for these activities.

Fiscal Requirements to Meet This Program Goal

The appropriation for this goal is not at the HRM department level.

Program Goal #2:

Establish a Hospitality Program designated laboratory and classroom center through implementation of the Proposal for the HRM Program Facility Expansion and Upgrade previously submitted by the lead faculty.

Short Term Objectives for this goal (1996-1998)

Approve a Food Bar food and beverage counter sales unit for HRM, each with program

profit center capabilities.

Medium Term Objectives for this goal (1998-2000)

Turnaround of the home economics lab toward a salable practice restaurant operation with appendages for program classroom and office space.

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Purchase equipment, supplies and materials along with setting up a system to implement and control the instructional food bar outlet.
2. Work with the architect to create a blueprint of the remodeled lab.
3. Equip the lab using specs and cite all necessary materials and supplies.

Assuming reasonable and new sufficient funding

1. N/A

Personnel and Staffing Requirements to Meet This Program Goal

These projects require the commitment of the full time Hospitality faculty.

Facilities/Equipment Requirements to Meet This Program Goal

These are cited above.

Fiscal Requirements to Meet This Program Goal

Funding for these activities could come from the combined effort of grants, VATEA and fundraising for a combined figure of \$21,000.

Program Goal #3

Revise and restore the HRM curriculum to its full operational scope and sequence status as determined at program inception.

Short Term Objectives for this goal (1996-1998)

Develop a Hospitality Program course curriculum matrix with options for A.S. degrees in Hotel and Restaurant Management, Restaurant Management & Hotel Management, and also for various hotel and restaurant certificate programs.

Medium Term Objectives for this goal (1998-2000)

Institute the complete American Hotel and Motel Association (AHMA) operations

certification sequence for curriculum interfacing with industry endorsement as a match on the already established Professional Management Program of the National Restaurant Association.

Long Term Objectives for this goal (2001 and beyond)

Start evolving a curriculum outreach regarding hospitality business startup and development.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Complete and analyze revised curriculum.
2. Submit the above for college curriculum approval.
3. Follow up on work for agreement between the COC Hospitality Program and the American Hotel and Motel Association (AHMA).
4. Begin curriculum outreach to incorporate hospitality business needs on an evolving basis.

Assuming reasonable and new sufficient funding

1. N/A

Personnel and Staffing Requirements to Meet This Program Goal

This requires the utilization of the full time Hospitality faculty.

Facilities/Equipment Requirements to Meet This Program Goal

Facilities and equipment are not necessary for these processes.

Fiscal Requirements to Meet This Program Goal

Remuneration via Tech Prep and/or VATEA funding is suggested.

Program Goal #4

Provide career integration under the school-to-work initiative by connecting career preparation agendas for secondary and post-secondary linkages.

Short Term Objectives for this goal (1996-1998)

Begin networking with local high schools using the 2 + 2 + 2 method in order to feed R.O.P. and Academy programs into the COC Hospitality Management Program.

Medium Term Objectives for this goal (1998-2000)

Negotiate articulation agreements with universities in order to complement the 2 + 2 + 2 processing.

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #4

Assuming current budget realities

1. Establish agreements for articulation between Hart High School District and COC.
2. Begin locating other potential high school districts to interface with for articulation expansion.

Assuming reasonable and new sufficient funding

1. Assist Hart High School District with the Hospitality Program curriculum development in order to establish compliance to curriculum framework and format.

Personnel and Staffing Requirements to Meet This Program Goal

This requires the expertise of the COC Hospitality faculty.

Facilities/Equipment Requirements to Meet This Program Goal

No facilities or equipment are required for these endeavors.

Fiscal Requirements to Meet This Program Goal

These activities fit into the current Tech Prep budget and objectives.

Program Goal #5:

Address the continuous need for intra-college collaboration to strengthen ongoing college programs.

Short Term Objectives for this goal (1996-1998)

Facilitate projects with interlinking objectives to broaden outreach and community commitment via showcasing and fundraising for program needs.

Medium Term Objectives for this goal (1998-2000)

Design agendas for future consideration of marketing and business commitment practices which elicit HRM Program approval in the workplace.

Long Term Objectives for this goal (2001 and beyond)

Introduce experiences for HRM students which globalize and expand their business credibility and vision.

Specific Activities in Support of Goal #5

Assuming current budget realities

1. Work with the Foundation, Public Information and Dean of Vocational Programs on joint projects to heighten awareness and create new financial resources.
2. Continue focus of the Hospitality Management Club on participation in A.S.-sponsored activities to strengthen student teamwork and leadership skills while at the same time creating club funds.
3. Utilize company outreaches to extend field level experiences for students.

Assuming reasonable and new sufficient funding

1. Participate in Grant developed activities which focus on Program improvement factors.
2. Propose fundraising agendas which facilitate independent program status.
3. Identify methods to further achieve scholarship, honor, and student success.
4. Generate outside business interest by program participation in community resources through the class Professionalism in Hospitality Management and work practice agreements.

Personnel and Staffing Requirements to Meet This Program Goal

The staffing need is a full-time Hospitality faculty.

Facilities/Equipment Requirements to Meet This Program Goal

Facilities and equipment required suggest use of augmented college services and cooperative community resources.

Fiscal Requirements to Meet This Program Goal

Budgetary resources necessary as required by various collaborative agreements.

Meeting the College's Vision

The national and state endorsement of initiative legislation which creates new vocational realities are the backbone of the HRM Program thrust and commitment.

These standards exemplify the strong focus of career and lifelong training modalities to sequence mandated HRM program practices.

Activities in Support of Each Vision Goal Statement

1. In support of COC's commitment to vocational education, the HRM Program seeks program facilities which provide state of the art equipment, supplies and tools comparable to quality managed operative businesses.
2. Fostering the school-to-work structuring creates a partner approach toward collaboration of facilities and practices to share knowledge and space.
3. Establishment of a workplace arena of sites for shadow, mentor and intern/extern capabilities strengthens the goodwill and caliber of the program itself.
4. Involving the business leaders in the community suggests support, sequencing and advancement for the curricular development and expansion of the HRM program.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

See Fiscal Requirements under Program Goals.

Professional Development Requirements

A system of technical and vocational funding to bridge the link between school and industry in a business climate of constant change, restructuring and growth. Interfacing with CHRIE council on Hotel and Restaurant and Institutional Ed as well as the Professional Management Program through the

National Restaurant Association is foundational. Taking advantage of other seminars and training sessions to assure updating and currency of teaching practices is indicated as well.

Professional development needs (e.g., training, renewal, conferences)

A continuing annual budget of approximately \$2,500 to \$3,500 to be used for attendance at conferences, workshops, and for training.

Data and Information needs to stay current and aware of trends

Books, publications, resources and mediated delivery items allow for comprehensive updating at a suggested fee of \$500 annually.

Technology needs for instructional delivery, program and prof. dev.

A computer system with capabilities for business delivery is anticipated. This start-up cost is approximately \$2,500.

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Educational Master Plan

1996 - 2001

LIBRARY/MEDIA TECHNOLOGY

Applied Arts Division

Program EMP Team Members

Jan Keller

Leslie Bretall

Rebecca Lord

Sara Anson

Dorothy Keil

Mojdeh Mahn

Judy Klingler

Lynne Lowe

Janice Smith

Joseph Lanthier

Maureen Wilcher

Marilyn Metters

Gary Dickinson

Maxine Bonales

Regina Hall

Description of Combined, Overall Key Goals for Library/Media Technology Program

In 1993 the Assistant Dean of Learning Resources conducted a needs survey to determine if there were employment opportunities for graduates of an L/MT Program. The survey showed that sufficient

opportunities were available and an advisory committee was formed. The Committee agreed to employ a consultant to write the curriculum for the Program. The curriculum was approved and is now in the College Catalog; however, the Program has never been offered. Local employers, including the William S. Hart Unified School District and the local Los Angeles County Public Libraries, have continued to express their desire for graduates of this Program.

Program Goal #1

Beginning in Fall 1997, to offer the courses in the Library/Media Technology Program for four years and then determine if enough employment opportunities are available to justify continuing the Program.

Short Term Objectives for this Goal (1996-1998)

1. Hire an adjunct instructor to develop the courses as currently described in the approved course outlines and select appropriate texts and supplementary materials.
2. Ensure that students receive instruction in the use of appropriate library computer applications.
3. Begin the Program in Fall 1997, offering three courses a semester.

Medium Term Objectives for this goal (1999-2000)

1. Expand course offerings if demand warrants.
2. Track students who have completed the Program to determine their success finding employment in the field.
3. Use the results from number 2 (above) to schedule courses for the second two-year period.

Long Term Objectives for this goal (2001 and beyond)

1. Determine employment success of Program graduates.
2. Conduct an employment survey to determine if other employment opportunities are available and decide whether or not to continue the Program based on the results of this survey.

Specific Activities in Support of Goal #1

Funding for the following activities is dependent on VATEA funds. If these funds are unavailable, the District will have to decide whether other funds can be used to offer the Program.

1. Meet with the Advisory Committee in Fall 1996 to determine if any curricular changes are needed.
2. Advertise for and employ adjunct librarian/s to develop and teach the courses in the curriculum.
3. Identify fieldwork experience venues.
4. Work with the Assistant Dean of Institutional Development and the Dean of Professional Programs and Academic Computing to develop an employment follow-up survey and administer the survey.

5. Work with the Dean of Professional Programs and Academic Computing to place graduates of the Program.

6. Work with the Advisory Committee and local employers to recruit students to the Program.

Personnel and Staffing Requirements to meet This Program Goal

Adjunct librarians/instructors at \$6,000 per year are additionally required and potentially available from VATEA funds.

Facilities/Equipment Requirements to Meet This Program Goal

Available classroom space for lecture; the Library will be used for lab work.

Fiscal Requirements to Meet This Program Goal

Faculty: \$6,000 per year

Supplies: \$500 per year

Total: \$6,500 per year

VATEA funds have been requested to cover these Program expenses. If these funds are unavailable, a request will be made for District funds.

Meeting the College=s Vision

The Library/Media Technology Program will provide currency to enrolled students through instruction in using the Library=s online public access catalog (OPAC), the Internet, and other kinds of library software. The LM/T Program will demonstrate effectiveness by training students to meet the needs of local employers such as the school and public libraries. The Program will attempt to attract ethnically diverse students and will use materials sensitive to and reflective of a diverse community. In addition, coursework will enable students to deal effectively with the diverse clientele they may encounter in the workplace. We will assess our Program=s relevance and success by tracking student outcomes and seeking regular student evaluations of our courses and instructors. We will also survey local employers to assess Program strengths and weaknesses.

Professional Development Requirements

Instructors for this Program will need continuing education to stay abreast of technological developments in the field. Of particular importance is currency in Internet training and computer networking. Technology needs for instructional delivery, program and professional development are adequate to begin the Program.



Educational Master Plan

1996 - 2001

WELDING

Applied Arts Division

(REPORT NOT AVAILABLE AT THIS TIME)



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Section 6:

Fine Arts and Humanities

Five Year Educational Master Plan

1996 - 2001

1. Overview of the Fine Arts and Humanities Division and Programs

The Fine Arts and Humanities Division consists of eighteen full-time faculty members and fifty-five adjunct faculty members (Spring, 1996). These faculty members represent the following fourteen academic areas:

Art

The Art Department is subdivided into two general areas: first, understanding and appreciating the cultural heritage of art; and second, developing skills in the studio arts of drawing, painting, printmaking, design, and sculpture. The Department offers fifteen courses listed in the 1995-1996 Catalog.

Cinema

Listed under Media Arts.

Dance

The Dance Department is designed to promote interest and excellence in dance and musical performance. The course offerings include modern dance, ballet, and jazz techniques, as well as a general survey course in dance appreciation. Eleven various courses are listed in the 1995-1996 Catalog.

English

The largest department within the division, the English program has a two-part focus: first, the development of language skills (reading, writing, listening, speaking, critical thinking) from basics through composition; and second, the study of literature. Language skills courses focus on specific problem areas where the student needs developmental work: critical reading, spelling, grammar, study skills, and listening/note-taking. There are three levels of developmental or precollegiate courses. Composition and intermediate composition are designed for transfer students. The scope of the literature courses includes British, American, Bible, and World Literature. The Department cites twenty-nine courses listed in the 1995-1996 Catalog.

English as a Second Language

English as a Second Language (ESL) is an academic discipline which prepares non-native speakers of English for success in college course work and life long learning by developing communication skills in

reading, writing, speaking, and listening. The program is subdivided into three levels -- beginning, intermediate, and advanced -- and grouped in two tracks: one designed to develop the reading, writing, and grammar skills of the student; and the second, to develop the students listening and speaking skills. The Department offers seven courses on a regular basis.

French

The Department of French has two distinct components: first, offers elementary and intermediate students of French intensive practice in oral and written communication skills; and second, offers students the opportunity to become familiar with French through a less formal instructional program in speaking and listening and culture. The Department offers six courses in the 1995-1996 Catalog.

German

The Department of German has two distinct components: first, offers elementary and intermediate students of German intensive practice in oral and written communication skills; and second, offers students the opportunity to become familiar with German through a less formal instructional program in speaking and listening and culture. The Department offers nine courses in the 1995-1996 Catalog.

Journalism

Listed under Media Arts.

Media Arts

The group of disciplines known broadly as Media Arts includes the study of cinema, journalism, photography, public relations, and radio/television. Collectively, the program offers students instruction in the pursuit and discovery of information about current human events, the gathering and formal shaping of that information, and finally, the publication/broadcasting of it to the public. The program seeks to produce students who can both effectively produce media and critically examine its role in contemporary society. The cinema component offers three courses regularly in the Fall, Spring, and Summer schedules; the journalism and photojournalism component regularly offers nine course through the academic year; the photography component generally offers five courses; the public relations component cites three courses in the 1995-1996 Catalog; and finally, the radio/television lists six courses in the 1995-1996 Catalog.

Music

The Music department is designed for two purposes: first, for students with no or limited previous musical training, the Department offers classes in music fundamentals, jazz history, and music appreciation; secondly, for emerging instrumentalists, composers, and vocalists, the Department offers courses in music composition, theory, keyboards, jazz improvisation, voice and musicianship. Under the Department leadership, performing groups such as The Symphony of the Canyons, the Jazz Ensemble, the Festival Choir, and the Santa Clarita Valley Youth Orchestra offer students the environment to cultivate their performance skills. The Department lists twenty-two courses in the 1995-1996 Catalog.

Philosophy

The Department of Philosophy is limited to a select number of courses which are designed to acquaint students with the distinctive nature of philosophical activities and to assist students to increase their skills in critical thinking about matters of fundamental concerns, e.g. the nature of correct reasoning, the scope and limits of human knowledge, and the sources of value and obligation. The Department offers five courses throughout the academic year.

Photography

Listed under Media Arts.

Radio/Television

Listed under Media Arts.

Spanish

The Department of Spanish has two distinct components: first, offers elementary and intermediate students of Spanish intensive practice in oral and written communication skills; and second, offers students the opportunity to become familiar with Spanish through a less formal instructional program in speaking and listening and culture. The Department offers seven courses in the 1995-1996 Catalog.

Speech

The Department of Speech offers a broad array of courses designed to refine student essential oral and written communication skills. In addition to offering courses in basic speech fundamentals, the Department has expanded their course listings to include instruction in interpersonal and intercultural communication as well as strategies in argumentation. The Department cites eight courses in the 1995-1996 Catalog.

Theatre

The Theatre Department is subdivided into two general areas: first, for the general student, the Department offers an introduction to the enrichment of the Theatre tradition; second, to the emerging actor/actress, the course offerings include acting fundamental, scene performance, and Theatre production. The Department lists six courses in the 1995-1996 Catalog.

2. Characteristics of the Fine Arts and Humanities Division

When the College originally organized academic departments into divisions, the traditional humanities programs (English, Foreign Language, Philosophy, etc.) were grouped with traditional Fine Arts programs (Art, Music, Cinema) to produce what is now termed the Fine Arts and Humanities Division. Because of the common interests and skills of the faculty, many instructors work in more than one discipline. For example, English instructors teach cinema and media arts courses, while journalism instructors teach writing courses within the English department. In another instance, the skills generally taught in Library/Media Technology courses (currently not offered by the College) are also taught in the English department.

The courses taught within the Fine Arts and Humanities division range from some of the largest of the instructional program (150 students instructed in lecture-style courses) to some of the smallest 10-15 student seminar pedagogy). The division offerings have grown steadily in the past five academic years, from 160 courses offered in the Fall 1991 semester to 188 offered in the Fall 1995 semester. The division served 5,118 students (combined enrollments) in the Fall of 1995, as compared to 4,654 students five years earlier (Fall, 1991), accounting for almost thirty percent of all total classes.

The Fine Arts and Humanities Division generates a WSCH at census of 15,893, and the Instructional Effort/Load (WSCH/FTEF) was 448.41 for the Fall, 1995 semester. This number is a bit lower than other divisions because of the nature of the instructional programs offered: courses in advanced Art, Music, and Journalism are, by definition, designed to produce small classes. Student outcomes within the division remain strong: 82.4% of the students who enrolled in Fine Arts and Humanities courses completed (as contrasted with 74.5% in the Fall of 1991); and importantly, although the numbers of completers grew, the passing percentage remained constant (67.4% in the Fall of 1995, as contrasted with 67.5% five years earlier). These percentages are remarkable when factoring in the number of at-risk students served in the division (nine of the twenty courses taught in the English department are designed for students needing remedial or precollegiate work, and all of the English As a Second Language

courses traditionally have low completing rates).

The most striking characteristic of the Fine Arts and Humanities division is the low number of full-time instructors. The majority of our departments (eight of the fourteen in the division -- 57%) have no full-time lead instructors (Cinema, Dance, French, German, Journalism, Photography, Radio/Television, and Theatre). Another three departments (Music, Philosophy, and Spanish) have a single full-time instructor in each department. Our largest department, English, is populated with four full-time faculty members with split assignments (English/Division Chair, English/Cinema, English/German, and English/Tutoring). Clearly, there is a pressing need for additional full-time instructors within the Fine Arts and Humanities division.

Projections for future enrollments indicate the high probability of increase. The Division offers many of the courses needed for an A.A. degree as well as courses needed to fulfill transfer-student needs. The division is planning to offer new interdisciplinary courses with the division for efficiency and articulation. Additionally, the English department is considering proposing a change in the A.A. degree-granting course: raising the requirement from English 090 to English 101. Irrespective of those possible proposals, it is realistic to assume that the growth of the division will continue, and that the student demand for classes offered by the Fine Arts and Humanities division will remain high.

3. Mission, Goals, and Objectives of the Fine Arts and Humanities Division

The mission and goals of the Fine Arts and Humanities division mirror those established by the College:

1. All of the division's course offerings are designed to meet the general, transfer, and/or vocational/work force/technical education needs of the College's students.

2. All of the division's course offerings are designed to be assisted by a network of support services, including active participation in the College's matriculation efforts and in the Tutoring/Learning/Computing Center.

Perhaps unique to the other divisions, the Fine Arts and Humanities division facilitate the enrichment of community life, including but not limited to major community events sponsored by the Art, Dance, Journalism, Music, Speech, and Theatre departments.

In addition to the goals listed above, fourteen Fine Arts and Humanities division members, during FLEX 1995, held a retreat where goals were brainstormed, clarified and eventually, rank ordered. The division members established working units within the division to begin writing objectives, creating time lines, establishing completion dates, designing evaluative methods, and generating reporting methods to effect these goals. At the date of this writing, efforts toward those ends are continuing. At division monthly meetings, updates and progress reports are delivered, feedback is sought, and encouragement is given. This process is unique at College of the Canyons, but it reflects the fundamental belief of the division faculty that the departments "housed" in the Fine Arts and Humanities division have much in common with each other and can work toward goals that greatly benefit the College and its students.

As stated above the general purpose of the 1995 FLEX retreat was to envision divisional goals. To accomplish that end, the retreat had two expressed objectives:

1. Define overarching goals that unify constituencies and focus energies
2. Identify explicit and unexpressed objectives

The division members agreed to the following goals, listed in ranked order of priority:

- a. Creating interdisciplinary course(s)
- b. Improving student critical thinking skills

- c. Using technology in the classroom
- d. Infusing multi-culturalism within our curricula
- e. Establishing a Fine Arts/Humanities performance "fair"
- f. Strengthening classroom management techniques
- g. Instituting division classroom standards
- h. Recognizing student achievement
- i. Assisting and retaining "at-risk" students
- j. Understanding program review

4. Introduction to the Fine Arts and Humanities Division Components that Follow

Generally, the Lead Instructors served as the writers for the departments educational master plans. In some cases, full-time and/or adjunct instructors were consulted. However, since many of the division's departments are single-member departments, this consultation was not necessary.

It must be noted that many of the division's educational master plans were written by instructors who are not full-time department members. As noted earlier, the majority of our departments (eight of the fourteen in the division -- 57%) have no full-time lead instructors (Cinema, Dance, French, German, Journalism, Photography, Radio/Television, and Theatre). Therefore, the plans produced below are certainly subject to minor or major revision if full-time faculty are employed. Also, faculty frustration was frequently expressed at developing future goals and objectives without the certainty of adequate budgets. It must be emphasized that budget constraints, in almost all cases, have produced less ambitious but possibly more realistic goals.

Many curricular offerings of the departments in our division will be greatly affected by the completion of the construction on campus. Specifically, the departments of Art, Cinema, English, Journalism, Photography, and Radio/Television will soon be housed (partially or completely) in the new Fine Arts/Applied Arts building in Spring, 1997. The secondary effects of this construction will also greatly influence the Music department, whose facilities are now shared with Journalism. It is hoped that the budgets for these departments will be adequately increased so that they can take advantage of the additional space and equipment. In addition, future budgets need to address the maintenance and replacement of new equipment, as well as pay for needed personnel to adequately meet the needs of students served in the new building.

The specific facility needs of one of the division's department, theatre, must further be noted. This department (with no lead instructor) serves an essential need on our campus and in our community. Presently, there is no adequate temporary or permanent space available, nor is space allocated in the new construction (Library or the Fine Arts/Applied Arts Building). Some creative efforts must be made, perhaps in concert with the City of Santa Clarita, to plan and construct a performing arts center. This, of course, is beyond the purview of the educational master plan.

Other equipment needs will change as our division's approaches to teaching and learning evolve. The use of the computer classroom in the FAAB is greatly anticipated by English composition faculty. The use of multi-media will enhance the learning of foreign language. Music and composition instruction, presently utilizing the TLC MAC lab, will become more dependent on technology in the next five years. Journalism and Photography will gather information from on-line and inter net sources. Satellite conferences, distance learning, instructors linked electronically with off-campus communities of learners -- all seem realistically just around the corner. New sources of funding for required resources of facilities, staff development, equipment, maintenance, and staffing must be found to support these goals.

5. The Educational Master Plans for each program in the Fine Arts and Humanities Division follows...



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Educational Master Plan

1996 - 2001

ART

Fine Arts and Humanities Division

Program EMP Team Members:

Joanne Julian

Robert Walker

Janice Metz

Deborah Hurwitz

Brian Sanderson

Coleen Sterritt

Description of Combined, Overall Key Goals for Program

In its systemic approach to technological and traditional forms of teaching, the Art Department will lead students to an increased awareness, comprehension, and informed experience of art.

Program Goal #1

To have in place a faculty to fully realize the capabilities of our new state of the art facility.

Short Term Objectives for this goal (1996-1998)

To secure a technical staff person who will split their time between gallery preparation and sculpture lab safety supervision. To secure an additional faculty member in the field of computer graphics.

Medium Term Objectives for this goal (1998-2000)

The Art Department will employ thematic teaching to embrace technology in its curriculum. Our new facility is estimated at eight times our current square footage with the capability for new advancements in technology. We plan to have in place our fourth full-time faculty position to accommodate our expanded curriculum at the base level.

Long Term Objectives for this goal (2001 and beyond)

Students completing the sequence of courses offered in this program will be prepared to enter the field of art, technologically sophisticated, while maintaining humanistic concerns

of art integrity. This will be accomplished through cross-curricular instruction.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Our regular and consistent increase in the Art Department's WSCH/FTEF, in spite of a diminished number of offerings, indicate an imperative for additional staff and faculty positions. Increased ADA supports additional faculty positions.
2. The Art Department will encourage an outreach into the computer graphics and advertising fields to find both new internship positions as well as to screen potential candidates for a computer graphics faculty member.
3. The Art Department will secure a classified position to supervise the new facility and to ensure the safety of students and faculty.

Assuming reasonable and new sufficient funding

1. The Art Department will offer upper division courses that will be transferable at four-year institutions with the correct articulation.
2. The Art Department will expand course offerings to include computer graphics, advertising, fashion illustration, fine art photography, set & costume design.

Personnel and Staffing Requirements to Meet This Program Goal

1. One new full-time gallery director to run the gallery program, train docents, oversee community outreach programs, raise funds for gallery operation, purchase for the gallery store, supervise the Arts Council, integrate the gallery program as an instructional tool within the department.
2. One new full-time certified faculty member to oversee the commercial, industrial, and computer-based aspects of our department created as per recommendations.
3. One new full-time classified Lab Tech in support of the increased risk and safety factors in our new facility. We have both hazardous supplies and power equipment in greatly expanded teaching and gallery areas.
4. One new full-time classified lab tech in the computer graphics studios.

Facilities/Equipment Requirements to Meet This Program Goal

1. A CD-ROM library is necessary to augment the hyper-smart, computer-generated instructional facility designed and soon to be completed.
2. Into traditional studio classes new generation computers will be utilized to facilitate computer-generated teaching.
3. Expanded computer courses and fine art photography have substantial supply needs that are not met by current budget allotments.

Fiscal Requirements to Meet This Program Goal

1. \$25,000 technology library to utilize new technology

2. New generation technology computers
3. \$20,000 Art Department instructional supply budget

Meeting the College's Vision

The Art Department will, via its proposed systematic review of course content and updating, better prepare students for the job market. Increasing student participation in community based internships and our new facility with an active gallery program will help advance the effectiveness of the college agenda. The Art Department faculty is made up of professionals that remain exceptionally well informed and current in their respective fields. The substantial exhibition records of our faculty blends with the college outreach policy. The capabilities of our Art Gallery as a major player in college visibility is apparent. The fund-raising potential of such a program has a proven track record at many institutions. Docent and support groups have already been formed to facilitate the efficacy of the Gallery program. A healthy economy that is tied to advertising, consumerism, and the entertainment industry will always perpetuate art related jobs.

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

Art Department faculty must attend regular College Art Association meetings every year to be informed of recent developments in their respective areas. Funds for travel and lodging to attend conferences is required.

New generation technology requires further instructional resources made available to faculty members. Funds for techno-workshops are needed for faculty to be able to deliver mandated curriculum.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A





Educational Master Plan

1996 - 2001

CINEMA

Fine Arts and Humanities Division

Program EMP Team Members:

Donna Davidson-Symonds

Description of Combined, Overall Key Goals for Program

Cinema, within a larger framework of media arts, has focused on several goals. The first is to improve the physical atmosphere to present film for analysis. It is difficult for students to appreciate the impact of film unless the sound and visuals are adequate. The second goal is to provide a cultural reference for students to improve their analytical abilities and to encourage academic and personal growth of students. Cinema classes should be employed to recruit new students from the community. Community members who may have no interest in taking other college courses may be interested in cinema; therefore cinema classes may entice them on to our campus if they were publicized and offered at convenient times (Friday night). Finally cinema has never had a budget. College of the Canyons must recognize that a discipline that is so dependent on media must have a budget to purchase software. Many of the materials used are gifts to the college from the instructors who teach the courses.

Program Goal #1

Develop an adequate vehicle to show films, promote discussion, and increase the print collection and film collection.

Short Term Objectives for this goal (1996-1998)

1. Continue to work with the library to expand the cinema collection.
2. Move the class to the Media/Fine Arts building to a new lecture hall.
3. Offer 4 sections of cinema each semester.

Medium Term Objectives for this goal (1998-2000)

1. Offer five sections of cinema each semester.
2. Offer honors section of cinema limited to enrollment of 25 students.

Long Term Objectives for this goal (2001 and beyond)

1. Offer 6 sections of cinema each semester.

2. Offer cinema classes through a local T.V. station so that students can watch films at home.
3. Offer cinema classes at a local theater (i.e. Saturday morning) to open class to the general community. Students may take the course for credit or non-credit (community service).
4. Hire a full-time cinema instructor.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Acquire a good sound system for the new lecture hall.
2. Acquire a good screen for the new lecture hall. This screen can not be written on. The chalk board must be a distance from the screen.
3. Acquire a laser disc player, computer (CD-ROM), and microphone for use in the lecture hall.

Assuming reasonable and new sufficient funding

1. Have a proctor or teaching assistant in the lecture if classes remain large.
2. Move the film library close to the lecture hall.

Personnel and Staffing Requirements to Meet This Program Goal

1. Teaching assistants - additionally required.
2. Full-time cinema instructor- additionally required.

Facilities/Equipment Requirements to Meet This Program Goal

1. Lecture hall
2. VCR, computer (CD-ROM), microphone, laser disc player
3. Large rear screen projector
4. Access to community movie theater
5. Access to T.V. satellite

Fiscal Requirements to Meet This Program Goal

Lecture hall and equipment currently in budget.

Program Goal #2

Reduce class size so that instructors can involve students in discussion. Within the confines of a large lecture auditorium, it is common for the same students to engage in the discussion. It is difficult for instructors to know more than a few of their students.

Short Term Objectives for this goal (1996-1998)

1. Limit class size to 50 or develop a lecture/laboratory situation where students will meet in smaller groups to discuss textbook reading and films.
2. Increase the units from three to four and add another hour to the courses to allow for discussion.
3. Offer one section of Honors Cinema each year. Enrollment in that section will be limited to 25.
4. If class size remains large (50 or more) have a teaching assistant or proctor in the class room with the instructor.
5. Offer a course that focuses on a specific director.

Medium Term Objectives for this goal (1998-2000)

1. Offer a greater variety of cinema classes:
 - a. women in film
 - b. minorities in film
 - c. specific genre offering (detective, film noir, cowboy films)

Long Term Objectives for this goal (2001 and beyond)

1. Divide the history of cinema course into two courses: early cinema 1895-1930 and 1940-1990.

Specific Activities in Support of Goal #2

Assuming current budget realities

N/A

Assuming reasonable and new sufficient funding

N/A

Personnel and Staffing Requirements to Meet This Program Goal

N/A

Facilities/Equipment Requirements to Meet This Program Goal

N/A

Fiscal Requirements to Meet This Program Goal

N/A

Meeting the College's Vision

N/A

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

N/A

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A





Educational Master Plan

1996 - 2001

DANCE

Fine Arts and Humanities Division

Program EMP Team Members

Diana Stanich

All adjunct faculty members

Description of Combined, Overall Key Goals for Program

To upgrade our dance program providing our students the optimum environment for the achievement of their goals.

Program Goal #1

To maintain and add to our student retention by increasing the number of classes offered through the Dance Department.

Short Term Objectives for this goal (1996-1998)

1. Review curriculum to determine what classes need revising and what classes need to be added. At the present, our dance department is stagnant. Growth is critical for the dance department to exist.
2. Increase Equipment and Supplies. Instructors are relying on their own music tapes to teach their classes.
3. Increased facilities, see building plans for future Fine Art Department.

Medium Term Objectives for this goal (1998-2000)

1. Establish budget based on the new facilities.
2. Add classes to the Dance Department.
3. Increase full-time staff to handle the broadened curriculum of classes for the Dance Program.

Long Term Objectives for this goal (2001 and beyond)

The Dance Department at COC has a definite need for more facilities and new equipment. The need for this upgrade is to keep us at least on the same level with other campuses

throughout the State. If we are to set our goals towards excellent student retention, we need to make our facility the most desirable and the one that will provide our students with the optimum of educational experiences.

To accomplish this we need additional facilities. Please see Moorpark's new Fine Art Building and our plans. We need to hire two full-time instructors and a full-time departmental secretary that will help to provide the learning experience that we are striving to provide to the students.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Upgrade equipment in dance room.
2. Increase and upgrade current dance room.
3. Increase the number of dance rooms and enlarge our current facility.

Personnel and Staffing Requirements to Meet This Program Goal

1. To accomplish the goal and objectives set forth for the Dance Department, the following personnel and staffing would be needed:

a.

b.

2. These positions are currently not included as part of the existing budget. Future budgeting processes should take into consideration the addition of the above positions.

Facilities/Equipment Requirements to Meet This Program Goal

1. Addition of a new Fine Art Building that will include the Performing Art Center. Note: This has been included in the Architectural drawings. [Note from Nancy: I don't understand]

Fiscal Requirements to Meet This Program Goal

The requirements to meet the goal and objectives for our department are an unknown. The expense of the instructors and a department secretary are measurable based on salary structures. Equipment expense can also be factually determined. The expenses involved in the expansion objectives will need more in-depth research and planning due to the physical location and building requirements. This would entail a bidding process for an actual cost analysis. [Note from Nancy: Actual costs/estimates needed]

Meeting the College's Vision

Currency: It is essential that COC provide a staff and programs that will keep us up with and possibly exceeding those of other educational institutions. COC should aim at nothing less than being the best; second should not be an acceptable goal. To be the best, we will need what has been address in this Master Educational Plan.

- New state-of-the-art equipment
- Provide adequate classes for transfer
- Enhancement of classes needed for Major Program

- Utilizing full-time instructors most effectively
- Instructors will continue to keep abreast of new and innovative methods used to teach the various skills and classes.

Effectiveness: It is not only important and necessary, but a responsibility for COC to accomplish the goal and objectives that have been established. We must excel in the area of retention of students and in providing them with the needed educational experience that will enable them to go forward in their endeavors.

- Retention of students through offerings of classes
- More classes to prepare for transfer to Universities
- Keeping students' skills well honed.

Diversity: It is important that COC keep up with our ever changing environment when planning for the future. All instructors should look toward enabling themselves to be diverse in more than one discipline which will provide the students with a more professional education process.

Activities in Support of Each Vision Goal Statement

Currency:

- Purchase new equipment
- Expand classes offered
- Add classes for Major Program
- Add two instructors in the Dance Department

Effectiveness:

- Research and add classes to existing program

Diversity:

- Instructors can attend seminars, conferences, and classes to enhance their productivity.

Assessment:

- Personnel will keep current with all four-year institution requirements to ensure that needed instruction is provided to prepare students for transfer.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

- Two full-time instructors
- One full-time departmental secretary
- Expansion/addition of dance facilities
- Acquire new state-of-the-art equipment
- Use of technology where applicable

- Include all expenses in future budgeting processes

- Gather all needed information from available sources regarding: equipment, facilities, four-year requirements, student preferences for expansion classes, student input on existing programs, and how to improve what is sequential order in the program requirements.

Professional Development Requirements

1. In order to remain current with the offered curriculum, instructors need to take a pro-active approach to learning. This would include keeping abreast of the new technological enhancements to learning, taking classes which provide new applications, seminars, conferences, and receiving all pertinent literature which could be of any benefit.

2. Professional development needs (e.g., training, renewal, conferences)

- Any training classes offered
- Up-to-date listing of applicable seminars
- Programs developed to assist with changing environment issues and laws
- Notification of conferences applicable to discipline affected
- Forums for the sharing of ideas and concerns

Data and information needs to stay current and aware of trends

- All statistical information pertinent to the development of class preparation
- All environmental issue information

Technology needs for instructional delivery, program and professional development

- New updated equipment to enhance the learning and educational institutional experience.

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Educational Master Plan

1996 - 2001

ENGLISH

Fine Arts and Humanities Division

Program EMP Team Members:

Donna Davidson-Symonds

Floyd Moos

Susan Cornner

Description of Combined, Overall Key Goals for Program

The English department at College of the Canyons has focused on several goals for the next five years (1996-2000). One goal is to continue offering our students a full complement of pre-collegiate (developmental) courses in an effort to improve their critical reading, writing, and thinking skills and allow them to enter the transfer-level course and/or the workforce prepared and confident. In addition the English department will offer college-level general education reading, writing, and critical thinking courses and an extensive elective course program for the transfer-level student and for the enrichment-seeking student.

Program Goal #1

The English department will improve the quality and excellence in their courses. The department will promote the use of technology in (and out) of the classroom during the writing process specifically in the pre-writing, drafting, revision, and publication stages of composition. Furthermore the members of the department will become more knowledgeable in the most effective teaching methods and techniques in the utilization of computers in the classroom. The English department will promote a cross-discipline approach to learning. Behavioral objectives in the English curriculum will be sensitive to the problem of applicability of learning skills without a specific content. Students need to learn that their reading and writing has relevance other than language practice.

Short Term Objectives for this goal (1996-1998)

1. To have all faculty trained in the use of using computers to teach composition.
2. To promote a cross-discipline approach to learning and to make the content in English 101 more relevant to students, the course will be linked with other courses. For example English 101 will be linked with Sociology 101 or History 101. When a student registers for a particular section of English 101, s/he must also register for a particular section of Sociology 101. Students learn the process of writing in English 101 and use the content from the sociology course for their writing. Integrating of English 101 with other courses

should help students view the course as more practical (application-oriented) rather than theoretical (skill-oriented).

3. Develop methodology to teach ESL students the skills of English 101.

Medium Term Objectives for this goal (1998-2000)

1. To establish a computer classroom that is available for teaching computer/assisted composition classes throughout the day and evening. Students will be able to send their writing through E-mail directly to the instructor.
2. English 101, the introductory freshman course, will require a grade of "C" or better for an AA degree. ESL students may enroll in a special section of English 101 for ESL students. English 101 students will be required to pass an exit exam in order to receive credit for the course.

Long Term Objectives for this goal (2001 and beyond)

Each composition student will have access to a computer within the composition classroom.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Create a computer-assisted composition laboratory where students will get instruction on writing essays and term papers while they are composing their writing on a computer.
2. Select members of the English department to visit other colleges to assess the strengths and weaknesses of their programs and evaluate the placement devices and counseling structure for placing students into composition classes.
3. Work with counselors, DSPS, to discuss the needs of special students and to create classroom strategies for special need students.
4. Link English 101 with other transfer level courses in other departments where there is content reading.
5. Offer a series of "honors" seminars (in conjunction with the Fine Arts/Humanities division) on a departmental rotating basis.
6. Establish a special section of English 101 for ESL students that is taught by a member of the English department.

Assuming reasonable and new sufficient funding:

1. Create a computer-assisted composition classroom that is available all day and evening where students will get instruction on writing essays and term papers while they are composing their writing on a computer.
2. Promote on-campus cultural activities, i.e. poetry readings, creative writing contests, play readings, discussion on women's and ethnic minority literature.

Personnel and Staffing Requirements to Meet This Program Goal

- 1: Hire a full-time laboratory technician who is knowledgeable about networking and software and compositions classes who can assist students in transferring the knowledge gleaned in the classroom to practical application at the computer.

2. Hire an English instructor every two years until 75% of all English courses are taught by full-time faculty members.

Facilities/Equipment Requirements to Meet This Program Goal

1. Add a classroom with enough computers for a composition class. Budget required.

Fiscal Requirements to Meet This Program Goal

N/A [Note from Nancy: costs]

Program Goal #2

The English department's course offerings and pedagogical methodologies will be designed to serve the needs of a diverse student body (gender, race/ethnicity, underprepared academically, age and disabled). The English department will develop classroom activities which will develop a continuous evaluation process so that it meets the needs of basic reading and writing skills. Use of in-class student tutors and student study groups/group learning to assist individual learning will be continued.

The English department will continue to increase or improve in the following areas: retention of students in courses, movement of students from College skills and developmental classes into college-level classes, and encouragement of academic and personal growth of students.

Short Term Objectives for this goal (1996-1998)

1. Low level courses (English 010, 011, and 012) will be offered through the TLC under the supervision of a certificated instructor utilizing the TLC for instruction, computers, and tutors rather than the traditional classroom.
2. Students will complete individual contracts negotiated with the instructor based on diagnostic testing that assesses the student's language deficiencies.

Medium Term Objectives for this goal (1998-2000)

The English department will develop a continuous evaluation process so that it serves the needs of basic skills (developmental) students.

Long Term Objectives for this goal (2001 and beyond)

All developmental English classes will be integrated with computer-assisted instruction, tutors, and other TLC services.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Move English 010, 011, 012 into the tutorial lab under the auspices of a credentialed instructor. Currently in budget but not part of workload.
2. Divide English 090 into two courses: English 090 and 091 for students who plan on enrolling in English 101.
3. English 101 will be required to receive an AA degree; therefore all developmental classes (classes below 101) are considered basic skill classes.

4. Tutors will assist students in all basic skills classes.

5. Students will use computer programs to supplement the skills where there are deficiencies.

Assuming reasonable and new sufficient funding

1. A half-time learning/language specialist credentialed in English who will work solely with College Skills students will be added to the TLC staff.

2. Instructors will meet with basic skills students and the tutorial supervisor or learning specialist during a laboratory hour to plan a support program that meets the needs of the skills deficiency.

Personnel and Staffing Requirements to Meet This Program Goal

- Half-time learning/English specialist - not in budget.
- Tutorial supervisor - currently in budget.

Facilities/Equipment Requirements to Meet This Program Goal

N/A

Fiscal Requirements to Meet This Program Goal

- Half-time English/Learning Specialist - not in budget.
- Additional tutors - not in budget.
- Software to supplement developmental coursework - not in budget.

Meeting the College's Vision

The English department will help advance the college's goal of currency by upgrading its technology, preparing students for the workforce in the areas of reading and writing, preparing students for transfer, and meeting the needs of a diverse population.

Activities in Support of Each Vision Goal Statement

1. Up-grade our technology in the areas of computers and language skills programs for the computers.
2. Research methodology in composition and literature.
3. Encourage academic and personal growth of our students.
4. Employ various methodologies to meet the need of a diverse student body including learning styles, gender, ethnicity, age and disabilities.
5. Develop a continuous evaluation process so that it meets the need of all our students.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

- Two full-time English instructors

- One full-time laboratory technician
- Research in the areas of research and effectiveness

Professional Development Requirements

N/A

Professional development needs (e.g., training, renewal, conferences)

1. Training in computer instruction through the classroom.
2. Conferences in teaching composition - renewal.

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



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Educational Master Plan

1996 - 2001

ENGLISH AS A SECOND LANGUAGE

Fine Arts and Humanities Division

Program EMP Team Members:

Samuel Otoo

Description of Combined, Overall Key Goals for Program

The English as a Second Language (ESL) program seeks to offer to the ever-increasing number of non-native speakers of English in the college area access to a vigorous, high quality, and comprehensive program that enhances their potential not only to meet their educational goals, but also to contribute to the economic and cultural base of the Santa Clarita Valley and beyond. As demographics change, more and more of our Santa Clarita Valley's new residents and entrants to the local workforce will be Limited English Proficient (LEP). With LEP persons composing a growing percentage of the labor pool, their need to participate in high quality educational programs increases. To meet their immediate needs – language acquisition – the ESL program will increase its efforts to provide access for the LEP persons to language training through direct classroom contact at the college and also through the English as a Second Language telecourse program. This access to the language training will result in an increase in the ESL population.

Another major thrust of the ESL program during the plan period will be the provision of technology-assisted instruction. Innovative projects will be designed to fully involve all students in the use of computers to facilitate language acquisition. Access to the computer-assisted instructional programs will help students develop the computer and language skills which contribute to the achievement of their educational goals.

Efforts to eliminate factors which impede student progress and emphasize those which promote student progress will be made to improve ESL students' retention, progress, and success rates.

Program Goal #1

To increase the numerical strength of the ESL population.

Short Term Objectives for this goal (1996-1998)

1. A pipeline will be created between the college and local high schools to ensure that high school students transition easily into college ESL classes.
2. Articulation agreements will be made to avoid course-offering duplication.
3. ESL television courses will be provided to offer language learning opportunities to the non-traditional student who cannot attend classes on campus. [Note from Nancy: are these

planned & funded?]

4. The provision of Vocational English as a Second Language (VESL) to local industries will insure that employees learn the necessary language skills to increase their productivity in the work area.

5. Outreach to local churches where large concentrations of immigrants reside will be intensified to encourage them to take ESL classes at the college.

Medium Term Objectives for this goal (1998-2000)

1. Sequenced ESL courses will be offered at different times throughout the day to meet the needs of students who may be available to take classes at those times.

2. Additional ESL faculty will be needed to teach more of the courses.

3. The estimated student population will be between 200-300.

Long Term Objectives for this goal (2001 and beyond)

1. A fully-fledged ESL program will be in place to meet the needs of an estimated 400 students.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Make telephone contacts with local businesses and churches to locate those who could benefit from ESL training.

2. Devote a lecture period in each class to systematically solicit the views of current students on how to add to the ESL population.

3. Contact other campuses to solicit ideas on recruiting non-native students.

Assuming reasonable and new sufficient funding

4. Tour the local high schools, churches, and businesses to establish the pool from which future students will be drawn.

5. Tour other campuses to learn of their ESL by television and VESL offerings.

6. Hiring of 3 adjunct faculty and 1 full-time faculty member.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1-3 will not require additional funding.

2. Activities 4 and 5 will require 25% release time for one semester to accomplish each of the target site visits.

Facilities/Equipment Requirements to Meet This Program Goal

1. Two new computers will be needed for use by ESL faculty.

Fiscal Requirements to Meet This Program Goal

1. Approximately \$100,000 will be needed to fund Activity 6.
2. Activities 4 and 5 will require \$5,000 to accomplish the site visits.
3. Activity #5 will require approximately \$5,000 for equipment.

Program Goal #2

To increase the retention, progress, and success rate of non-native students.

Short Term Objectives for this goal (1996-1998)

1. To eliminate the factors which impede student progress and to focus attention on those which promote student success.
2. To create a pipeline from ESL to transfer-level courses to convey to students expectations of success and progress.

Medium Term Objectives for this goal (1998-2000)

All faculty will be fully equipped to offer students not only personalized instructional support across the curriculum, but also provide them with the skills or opportunities to evaluate their potentials in developing their educational and personal goals.

Long Term Objectives for this goal (2001 and beyond)

Students who go through the ESL sequence of classes will be able to enter the mainstream academic community and claim their places there. By going through the systematic training the course sequence provides, they will develop the skills which will contribute to the achievement of their educational goals.

Specific Activities in Support of Goal #2

Assuming current budget realities

Some of the specific activities that might be undertaken to ensure student retention, progress and success rate are:

1. Building informed networks of peer support within the classroom.
2. Linking students with campus agencies.
3. Helping students determine their academic strengths and areas of interest.
4. Showing students how to overcome academic weak points.
5. Acknowledge the importance of culture and background as a foundation for learning and processing experience.
6. Devote some lecture periods in each class to ensure 1, 3 and 4 are implemented.
7. Structure courses and design assignments to introduce students into mainstream academic community.

8. Organize workshops to train faculty to implement 3, 4, 5 and 7.

Personnel and Staffing Requirements to Meet This Program Goal

Activity 8 will require additional funds to implement.

Facilities/Equipment Requirements to Meet This Program Goal

No additional funds will be required to meet this goal.

Fiscal Requirements to Meet This Program Goal

1. Approximately \$2000 will be needed to train faculty to implement activity 8.

Program Goal #3

To provide computer assisted instruction to the ESL population.

Short Term Objectives for this goal (1996-1998)

1. To ensure that all ESL faculty are trained in the use of multimedia equipment to help students develop skills which contribute to the achievement of their educational goals.
2. To obtain sufficient instructional software to meet the needs of each class.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Network with other campuses to learn of the use of computer assisted instruction in ESL.
2. Periodically attend instructional software fairs to obtain information on the latest instructional software on the market.
3. Computer lab attendance will be a requirement in ESL classes.

Personnel and Staffing Requirements to Meet This Program Goal

1. Implementing activities 1, 2 and 3 will require no additional staffing.

Facilities/Equipment Requirements to Meet This Program Goal

1. No additional facilities/equipment will be required to undertake activities 1, 2, and 3.

Fiscal Requirements to Meet This Program Goal

N/A

Meeting the College's Vision

As the key provider of college education in the Santa Clarita Valley, COC is committed to responding to the needs of an ever-changing student body as well as to the changing needs of area employers. To help fulfill this commitment, the ESL program will offer relevant, comprehensive, and technology-assisted language training to help improve the quality of the workforce. Providing academic and vocational language instruction through distance learning is compatible with the college's mission to provide all students and citizens in the community the opportunity to achieve their individual goals in a process of lifelong learning. To advance the goal of diversity, the ESL faculty will acknowledge the importance of

culture and background as a foundation for co-existence, learning, and processing experience. The college has adequate resources to enable the program to undertake all the activities stated above.

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

To ensure that all ESL faculty have the opportunity for personal growth and development of their professional skills, fiscal resources should be made available to keep them updated on current trends in the rapidly changing field of second language acquisition and CAI.

<u>Activity</u>	<u>Estimated Expense</u>
ESL Conferences	\$2,000.00/year
Professional Workshops	\$1,000/year
Multimedia Computers	\$4,000.00 (one time expense)

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



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Educational Master Plan

1996 - 2001

FRENCH

Fine Arts and Humanities Division

Program EMP Team Members

Lea Templer

Description of Combined, Overall Key Goals for Program

The French Department has a very small one person department which will need to be revitalized from scratch. Its primary goal is to ensure that the French Department exists with a variety of courses and enough sections to meet COCs students and the Community needs.

Program Goal #1

The French Department offer enough courses and sections to meet COCs students and Community needs. [Note from Nancy: how to determine?]

Short Term Objectives for this goal (1996-1998)

1. Build the program from the bottom up:
 - a. Start with offering French 1 and Conversational French in the Fall semester.
 - b. Offer French 2 in the Spring semester as well as Conversational French.
 - c. Add French 3 and French 4 in the following year to ensure that students can transfer in the major.

Medium Term Objectives for this goal (1998-2000)

1. Ensure enough sections are offered in each course to meet student needs. [Note from Nancy: how to measure?]
2. Review enrollments and make necessary adjustments.

Long Term Objectives for this goal (2001 and beyond)

1. Offer enough sections to meet student needs.
2. Hire full-time faculty member to guide this program and further build its offerings.

2. Hire appropriate lab assistants to work with journalism students, especially those special populations that need additional technical and academic support.
3. Restore budget cuts of the last five years in printing and supplies and provide budget adequate to meet course objectives
4. Provide equipment suitable for the technical demands of this master plan.

Professional Development Requirements

1. The journalism program must participate in professional journalism associations. This participation is essential for the academic health of the program, it will require additional budget for membership dues and additional travel funds.
2. Additionally, faculty must be kept current in the areas of computers and publication processes. This will require additional academic training and vocationally specific experience as well as sophisticated computer equipment if we are to keep up with the rapid changes in media technology.

Professional development needs (e.g., training, renewal, conferences)

1. Attendance at regional and state-wide conferences sponsored by the Journalism Association of Community Colleges, at regional and national conferences sponsored by the Associated Collegiate Press, the College Media Association and other journalism organizations
2. Participation in journalism education activities on the Internet.
3. Membership in local journalism organizations, like the Joint Journalism Faculty Project and the Tri-Valley Alliance, to articulate concerns among all levels of journalism educators.

Data and Information needs to stay current and aware of trends

1. Expanded library resources, including additional periodicals.
2. Continued information on the changing demographics of the student population and the surrounding community.
3. Delivery systems that include the Internet.

Technology needs for instructional delivery, program and prof. dev.

1. Access to the Internet to generate and deliver course content.
2. Teleconferencing capabilities
3. Equipment, particularly computers that serve both journalism and photography, suitable for mass media classes as well as newspaper production classes



Educational Master Plan

1996 - 2001

MUSIC

Fine Arts and Humanities Division

Program EMP Team Members:

Bernardo Feldman (Theory, Composition)
James Altizer (Associate Director, Santa Clarita Valley Youth Orchestra)
Sue Bozman (Public Information Office, Board Member SCVYO Foundation)
Christopher Bowman (Keyboards, Music Skills)
Janna Brown (Voice Development)
Teresita Chua-Chiaco (Keyboards)
Dirk Fischer (Director/Conductor, COC Studio Jazz Ensemble)
Robert Lawson (Director, Symphony of the Canyons and SCVYO))
Julie Lawson (Director, Voices of the Canyons)
Lisa Popeil (Studio Singing)

Description of Combined, Overall Key Goals for Program

For the Music Department to continue to grow, it is essential for the college to provide an environment that will satisfy the needs of incoming students in search of professional skills to succeed in their performing and/or composing careers. Technological innovations that are changing at a tremendously rapid pace, require from us to remain abreast in the areas of music, audio, and multi-media production. Because of the college's geographical proximity to many major production, arts, and entertainment organizations, it is imperative that we continue to develop a reputation as an important cultural center, as a nest for the development of talent and as a visionary institution whose faculty remains at the forefront, both, as educators and as artists.

At present, the college does not include in its curriculum the teaching of musical instruments. The absence of such important discipline within the music program translates into graduating students inadequately prepared to face the challenges of professionally solid careers. Unless such students are able to afford private instrumental lessons with qualified teachers, deficiencies in music performance are likely to hinder their musical future.

At the same time, the college lacks the appropriate facilities to comfortably accommodate a substantial

number of students learning and practicing their instrument of choice, nor do we have a fitting venue for the required public recitals and concerts which are essential to the training of a performing artist. As part of the proposal presented in this document, the department proposes various short and long term strategies to provide suitable performance training while, at the same time, add a music pedagogy component to the program to educate music majors to allow them to instruct individual students how to play on a musical instrument.

Program Goal #1

To develop an Applied Music Program to allow students to learn how to play a musical instrument through individual instruction. Concurrently, to develop a music pedagogy program designed to train performers in the area of private music instruction.

Short Term Objectives for this goal (1996-1998)

To provide a more comprehensive curriculum to students currently enrolled in the music program. To consolidate our affiliations with local colleges and universities.

Medium Term Objectives for this goal (1998-2000)

1. To optimize the opportunities for our students wishing to transfer to four-year institutions by allowing them to learn a musical instrument at an affordable cost.
2. To attract potential music majors, who may otherwise not consider us when searching for a college.

Long Term Objectives for this goal (2001 and beyond)

1. To further a well-deserved reputation as a serious institution for the study of music.
1. To continue to foster amongst all members of our local community the awareness for the need to build the appropriate facilities to support a fully fledged Music Program as well as a performing entity within the college to support and include dance and drama as well. (please refer to "Facilities/ Equipment Requirements to Meet This Program Goal" under Goal #3).

Specific Activities in Support of Goal #1

Assuming current budget realities

1. To promote affiliations with neighboring institutions such as the California Institute of the Arts, the Masters College and/or California State University of Northridge to develop internships and/or music pedagogy programs that would enable their advanced students to "teach while learning how to teach".

Students enrolled in classes designed to train performers to become private instructors, would teach beginning and intermediate level musicians at College of the Canyons while being supervised by an experienced instructor.

2. Specific courses, approved by the COC Academic Senate would be implemented to teach our music students to perform on specific instruments. Requirements regarding repertoire, technical expectations, required public recitals, etc. would be detailed in separate course descriptions for each individual instrument. Such courses would be designed to articulate with transferring institutions throughout the state of California.

1. COCs Five Year Construction Plan includes within its drawing for new facilities provisions for enough practice rooms to accommodate eleven students practicing simultaneously, as well as three rooms for the rehearsal of small chamber music ensembles. If funded, either by state and/or private money, the college would be able to dramatically expand its music program by permitting its students to develop their performing skills.

Fiscal Requirements to Meet This Program Goal

Short Term:

1. There would need to be a slight increase (about \$200.00) in expenditures to allow for the tuning and maintenance of pianos in the practice rooms.

Program Goal #2

To increase the utilization of computers and state-of the-art technology in the teaching and the production of music.

Short Term Objectives for this goal (1996-1998)

To allow more than three students (as we are the currently able to do), to work simultaneously at the music stations installed at the Computer Place, by purchasing new hardware and software.

Medium Term Objectives for this goal (1998-2000)

To provide specialized studio space where equipment does not need to be set-up and put away every time it is utilized, but is instead semi-permanently installed in areas that allow for the students to comfortably listen to their music while they work on it.

To implement courses in electronic music as they relate to record production, film, video, and CD ROM.

Long Term Objectives for this goal (2001 and beyond)

To expand our facilities so that we can provide opportunities for teaching music production and professional quality recording utilizing acoustically appropriate recording rooms with separate control booths. Such facilities would generate funds for the college while providing services to the community.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. To increase the awareness of the importance of technology as it applies to music, by continuing to incorporate the use of software and hardware in as many music courses as possible.

Assuming reasonable and new sufficient funding

1. Implement new courses concentrating on the diverse aspects of electronic music, such as Computers and Music, Studio Composition for Film and Video, Recording Production, Multi-Media and Music, etc.

2. To provide services to business and community which would involve the production of jingles, background music, sound for film and video productions, CD ROM, etc.

3. College of the Canyons music faculty would assume the responsibility to supervise and to teach these "student/teachers" appropriate methods for efficient learning. COC would be responsible for paying its faculty for time spent teaching, supervising and coordinating this program.

4. "Student/teachers" from participating institutions providing lessons to College of the Canyons students would earn college credit at their universities for participating in this program.

5. Advanced students enrolled at COC who qualify to participate in this pedagogy program would earn college credit at our institution.

Assuming reasonable and new sufficient funding

1. Economic incentives to participating "student/teachers" would also be implemented. They would qualify as teaching assistants and they would be paid in the same way that other teaching assistants do.

Personnel and Staffing Requirements to Meet This Program Goal

1. Depending on the demand for instruction on different instruments, we would have anywhere from three to four individuals offering lessons on such popular instruments as the flute, the clarinet, the violin, and the guitar, or up to about twenty "student/teachers" assuming that there will be increasing demand for instruments such as the oboe, the trombone, the French horn, the sitar, etc. In the short term, regardless of how many students sign for the program there would be only one faculty member being paid for teaching and coordinating it. The expense for the salary of one individual teacher is far less prohibitive than the funds needed to teach many private students at about \$30.00 an hour, with each student having a private instructor. As the program grows, new strategies and solutions may need to be considered.

2. There will be a need to have someone coordinating the use of practice rooms. The benefits of permitting the presence of students playing instruments are of tremendously positive consequences. These same students will most likely begin to play together in both small and large ensembles already existing or in formation at COC, thus supporting their growth, improving on their artistic quality and incrementing the number of students enrolled.

Facilities/Equipment Requirements to Meet This Program Goal

Short Term:

1. Three practice rooms will become available as several rooms within the S building are vacated next spring. (No extra expense to the district). These rooms can be shared by the different instrumentalists at different days and at different times.

2. Three extra pianos would provide with an optimum environment for practice and rehearsal. We are currently negotiating having a local piano dealer (Keyboard Galleria) to help us set a program in motion whereby we can slowly build our piano supplies, at a relatively little or at no cost to the district.) A contract which commits them to deliver 7 new acoustic pianos (6 upright instruments and a grand piano), as well as an entire new electronic keyboard laboratory at no cost to the district is currently in the process of being formalized. The total value of these instruments exceeds \$70,000.00.

Long Term:

entertainment industry.

Equipped with suitable facilities, the program will be able to satisfy its educational and cultural mission with the professional status that the College of the Canyons prides itself to strive for.

Activities in Support of Each Vision Goal Statement

Most activities for the departmental goals listed above support broader visions that enrich the College as a whole.

1. By creating and developing music entities similar to the Santa Clarita Valley Youth Orchestra, the COC Studio Jazz Ensemble, the Voices and the Symphony of the Canyons, the program wishes to satisfy the artistic need of the diverse ethnic, cultural and social groups within the Santa Clarita Valley. A formation of a group such as a Mariachi Orchestra seems to be a feasible and interesting option, since we do have a prominent Latin American community within the City of Santa Clarita.

2. By promoting affiliations with neighboring institutions such as the California Institute of the Arts, the Masters College and/or California State University of Northridge with inter-school projects such as the pedagogy program outlined earlier; by encouraging other school's composition students to write music for ensembles that are not available at their institutions, so that they can learn through direct experiential activities; by having faculty from other campuses as guest lecturers and artists playing with our groups; and by continuing to conduct activities involving local junior and high schools, the program will continue to foster the cultural and educational ties between all involved parties. As an important extension of these activities, the program is currently involved in the process of bringing our musical groups to the Los Angeles area to share in the musical education of young students at Le Conte Junior High School.

3. Through the implementation of new courses concentrating on the diverse aspects of electronic music, the program will remain technologically current. The utilization of music production services by business and community agencies generated by the state-of-the-art facilities will further enhance the college's efforts to associate with the local business community.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision*

1. By the year 2001, it is the hope of the department to a fully operational entity, with a program offering opportunities for the training in performance, composition and production of music. We will also be able to provide with concerts and similar events to satisfy the community's cultural needs. At this stage, we will require the following:

2. A music complex with adequate practice rooms, rehearsal areas, recording facilities, faculty offices, music library and storage space such as the ones proposed within the College of the Canyons Five Year Construction Plan.

3. Two new full time instructors, in addition to the one full time instructor currently employed.

4. Three new adjunct instructors, in addition to the nine part time instructors currently employed.

5. Two music tutors and one music librarian.

- Full time Master Carpenter: \$30,000 yearly (additionally required)

Part time positions:

- Accompanist: \$5,000 yearly (additionally required)
- *Lights Technician: \$5,000 yearly (additionally required)
- *Audio Technician \$5,000 yearly (additionally required)
- *Stage Designer \$5,000 yearly (additionally required)
- Performing Arts Coordinator: \$5,000 yearly (additionally required)

*Above personnel would teach students enrolled in lighting, audio and stage design classes the particulars of their studies. These same students would involve themselves in the set-up of the facility at no extra cost to the college.

Facilities/Equipment Requirements to Meet This Program Goal

Please refer to documentation inserted after this page, extracted from the college's Facilities master Plan (not provided on computer diskette). Notice that this attachment includes facilities and equipment expenses for music, drama and dance.

Fiscal Requirements to Meet This Program Goal

(All of the following estimated expenses are additionally required)

- Piano maintenance: \$1400.00 yearly
- Laundry and dry cleaning (choral-orchestral wardrobe) : \$1000.00 yearly
- Supplies and props \$3000.00
- Equipment replacement-upgrading & purchasing \$3000.00 yearly
- Instrumental and vocal sheet music \$2000.00 yearly
- Advertisement \$4000.00 yearly

Meeting the College's Vision

By implementing its Applied Music Program, the music department will enhance its curriculum, thus empowering students wishing to transfer to four year institutions to succeed when applying to a senior college or university. For the returning adult or the individual interested in learning an instrument without having any professional goals in mind, the same program will provide an opportunity to enrich the quality of his/her life at an affordable cost.

To meet the goal of effective and cooperative relationships with the schools, colleges, universities and, in general with the citizens of the City of Santa Clarita and other neighboring areas, the program will further its ties with individuals representative of every single group by providing an environment of cultural wealth and quality entertainment via its performances within an outside of the college's facilities.

By remaining technologically current, the program will satisfy the technical need to meet the career demands for the contemporary musician, competing for a job in the

Personnel and Staffing Requirements to Meet This Program Goal

1. We recently (as of this Spring of 1996) were able to hire a T.A. to work at the Computer Place with funds coming out of the Instructional Resource Center. If these funds continue to be available in the future, the staff at the Computer Place will not have to occupy themselves with the extra tutoring and set-up time that the music program is increasingly demanding.
2. If funding is to be increased, we could hire an instructor to teach several courses, alternating them over a period of time, all of which would be dealing with some aspect of music and technology.

Facilities/Equipment Requirements to Meet This Program Goal

1. Currently, we have three audio stations at the Computer Lab. Each station includes a notational software package, a sound module and an electronic keyboard.
2. We have been able to slowly build up our hardware and software under current budgetary limitations. Continuing with this trend, we plan to purchase, every year, two new sound modules, two keyboard controllers, two keyboard stands and the appropriate software and accessories to be installed at two Macintosh computers already available at the Computer Place. By utilizing the existing computers we are able to save a considerable amount of money.
3. If additional funds were made available, the department would be able to purchase sequencing software as well as other kinds of synthesizers, samplers and sound processing devices.
4. If additional funds were made available, the department would be able to purchase a state-of-the-art computer to have in the regular classroom in room S-114 which would include a projection device to facilitate the process of instruction.

Fiscal Requirements to Meet This Program Goal

Short Term:

There would be a need to have about \$300.00 in funds to provide for expenditures for the maintenance, minor purchases (cables, headphones, etc.) and repair of equipment.

Medium and Long Term:

As the program grows, the amount of money within this fund should be increased accordingly. Ideally and in the long term, the department should have access to laboratories, studios and facilities that will permit the teaching, recording, and production of music at a professional level. Drawing plans for this facilities have been designed by the architectural firm of Spencer/Hoskins architects and is included within the college's Five Year Construction Plan.

Program Goal #3:

To renovate and expand the music facilities to provide an adequate environment for the study of music, public performance, while increasing the participation of our music students and faculty as well as our vocal and instrumental ensembles at events within and outside the college's campus.

Short Term Objectives for this goal (1996-1998)

1. To continue to work toward attracting local talent to join and participate in our musical

ensembles.

2. To continue to work with the local media to publicize events organized by the department.

3. To continue to develop the awareness for the urgent need for an appropriate performing arts training facility. No such facility exists within the boundaries of the City of Santa Clarita and it is an essential element in the education of professional musicians.

4. To develop strategies and locate sources of capital to enable the college to build the performing arts complex drafted within its Five Year Construction Master Plan.

Medium Term Objectives for this goal (1998-2000)

To build an up-to-date complex to enable the college to provide with adequate musical instruction.

Long Term Objectives for this goal (2001 and beyond)

To create and develop other music entities to satisfy the artistic need of diverse cultural groups within the Santa Clarita Valley. A Mariachi Ensemble seems to be a feasible and interesting option, since we do have a prominent Latin American community within the City of Santa Clarita.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. To continue to support, nourish and promote the communication between the college and local junior and high schools, the Masters College, the California Institute of the Arts and California State University of Northridge. To continue to cater to the underprivileged and the disabled, to ethnic minorities and senior citizens, with events such as the Annual Jazz Invitational, performances on campus and at local parks and other venues by the Symphony of the Canyons, the Santa Clarita Valley Youth Orchestra, the COC Jazz Ensemble and our newly formed choral group, Voices of the Canyons.

2. To continue to support, nourish and promote community-based groups (such as the Santa Clarita Valley Youth Orchestra Foundation and the Symphony of the Canyons Advisory Committee) interested in facilitating fund-raising and promotional activities.

3. To strengthen the links between our administrative leaders, City of Santa Clarita officials and members of the groups mentioned above to develop strategies and ideas that will help us accomplish our fund-raising efforts to allow us to build the college's performing facilities.

Assuming reasonable and new sufficient funding

1. To hire a professional agency to coordinate the efforts of the individuals mentioned above. Such agency would contact possible donors, promote the passing of bills etc.

2. Personnel and Staffing Requirements to Meet This Program Goal

Identify if currently in budget and/or additionally required

Staff required for the operation of a fully operational performing arts facility would include:

- Full time Theater Manager: \$30,000 yearly (additionally required)

*Please refer to goal #3 for other personnel, facilities and fiscal requirements.

Professional Development Requirements

It has been the practice of the program to hire individuals that, besides being exceptional teachers, they are professionally involved in the production of music. In order to remain current within our areas of specialization, it is essential for the college to sanction and support activities such as the attendance to conferences, the involvement of faculty in productions outside our campus, etc. Listed below are some of the activities in which the program's music faculty participates throughout the year.

Professional development needs (e.g., training, renewal, conferences)

Composition and production of music presented national and international venues.

Production of music for film and video

Participation on vocal and instrumental recording of music.

Data and Information needs to stay current and aware of trends

1. Attendance to meetings, conferences and symposiums sponsored by organizations such as the Music Association of Community Colleges, the Society for Electro-Acoustic Music, the American Society of Composers, Authors and Publishers, the American Music Center, etc.

2. Pursuance of Higher Educational Music Degrees.

Technology needs for instructional delivery, program and prof. dev.

Please refer to goal # 2, sections 5 and 6.

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Educational Master Plan

1996 - 2001

PHILOSOPHY

Fine Arts and Humanities Division

Program EMP Team Members:

Dr. Michael McMahan

Description of Combined, Overall Key Goals for Program

The Key Goals of the Philosophy Program, as narrated in this document, are:

1. To strengthen its overall quality by developing additional courses, adding sections to facilitate transfer students, up-dating and revising present courses and hiring qualified faculty to staff this expanded program
2. To work with other instructors within the Division to provide "linked" courses, and to assist to develop and provide Humanities and Interdisciplinary courses.

Program Goal #1

To develop, articulate, and provide new courses which broaden the selection of courses offered in the Department according to the primary need to provide a more complete and up-to-date selection of courses suitable to A.A. degree and transfer needs.

The Philosophy Program is a very recent program (the first full-time instructor was added in 1991). Because of Budget constraints, it has not grown or developed during this time in a manner that reflects student demand for courses in this area or the need to provide additional courses other than the few (4) courses now provided by the Department. The 5 year Data tables (see Appendix 1) clearly show consistent and strong demand and efficiency for courses offered in the Philosophy Department. Most sections currently offered are high-demand courses for General Education requirements and/or required Humanities classes. Additional support comes from the fact that courses in Philosophy are either first or among the first to close during registration.

Short Term Objectives for this goal (1996-1998)

1. Identify those courses whose addition to the Philosophy Department would best benefit the Department and Division .
2. Seek support and means for the development of these courses through the curriculum process, e.g using Flex Time or mini-grants .
3. Complete the process by offering at least two new courses during this time period.

Medium Term Objectives for this goal (1998-2000)

To establish a sufficient curriculum and faculty in order to support a Philosophy major and to provide a substantial selection of courses which present the variety of concerns and topics in philosophy as they are suitable to the community college environment.

Long Term Objectives for this goal (2001 and beyond)

To complete the Philosophy Program by the addition of further transfer courses and courses beyond the introductory level. The attainment of this goal will require the addition of full-time faculty members with training and academic expertise suitable to the needs of the Department.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Review and determine sections to be added and which courses should be priorities in the curriculum development process.
2. Hire adjunct faculty instructors to support additional program needs.
3. Review library and technological resources and seek additional materials to up-date and strengthen current materials.

Assuming reasonable and new sufficient funding :

1. Provide for released-time and travel funds to visit and confer with other two-year and four-year programs to learn of current advancements, course design, and use of instructional technology in the field.
2. Hire one or more new full-time faculty with the ability to teach and develop courses which are not presently offered.

Personnel and Staffing Requirements to Meet This Program Goal

Adjunct Faculty for two additional sections each term in 96-97 (currently in budget)

Staffing sufficient to sustain this rate of growth until a full-time instructor can be added to the Department (additional funding required).

Facilities/Equipment Requirements to Meet This Program Goal

Up-grade learning resources and introduce use computer-based learning material when pertinent e.g. tutorial software for Logic and Critical Reasoning, supplementary audio-visual materials (additionally required budget items.)

Fiscal Requirements to Meet This Program Goal

1. Increase current budget for additional adjunct faculty approximately \$8,000 per annum, increasing at this rate until the department is sufficiently staffed (additionally required budget items).
2. Software, library material, audio-visual material, up-grading and replacement of computer technology - \$ 5-8,000 estimated (additionally required budget items).
3. Additional funds for conferences, site visits. and workshops will be required as the

Department expands (no estimate given).

4. Within the next 5 years an increase of current budget for additional full-time faculty will be needed - approximately \$40,000.

Program Goal #2

Develop relationships with other disciplines and within the Division which help to strengthen and up-date the College's curriculum. A specific focus of this goal will be to add Interdisciplinary and team-taught courses to the curriculum involving Philosophy Department personnel.

Short Term Objectives for this goal (1996-1998):

1. Link at least one philosophy section to another non-philosophy section e.g., Philosophy 101 and English 090. Integrate into the course design common or over-lapping content and skills.
2. Design, articulate, and prepare for the curriculum a course integrating Critical Reasoning and Writing. This course would specifically satisfy the criteria for IGETC approval.
3. Complete the course design process for a multi disciplinary Humanities class

Medium Term Objectives for this goal (1998-2000)

1. Continue to "link" courses within the division;
2. Design, articulate, and prepare further multi disciplinary and team taught courses.

Long Term Objectives for this goal (2001 and beyond):

1. The resulting curriculum should allow students to take a variety of courses which co-ordinate courses in Philosophy to service and skills courses from other fields and disciplines.
2. Courses should be available for the student which treat major topics and issues across disciplinary lines and, specifically, integrates the concerns of Philosophy to other areas of human inquiry such as History, Literature, Science, and the Creative Arts.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Identify those courses which might be "linked" .
2. Use Divisional Retreats and Individual Contract options through Flex to create and develop new courses.
3. Attend Workshops and Conferences which provide training or teach skills concerning Interdisciplinary and/or Multicultural courses.

Assuming reasonable and new sufficient funding

1. Survey and assess the curriculum to determine needs for curriculum development and teacher training in the areas of interdisciplinary and multicultural courses.
2. Provide faculty training and course funding for at least two new courses in these areas.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1-3 will not require additional funding .
2. Activity 4 would require 25 % released time for two terms .
3. Activity 5 would require sufficient funding for staffing two courses per term.
4. Activities 4 and 5 would require additional funding to update instructional technology and learning resources in these areas.

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional library , audio-visual, and CD-ROM materials to provide faculty and student resources- \$5- 6,000

Fiscal Requirements to Meet This Program Goal

1. 25 % release-time for one year to provide leadership in developing curriculum, working with involved faculty, and travel for site visits and workshops. Approximate cost \$8,000/yr for salary and expenses (additionally required funding).

Meeting the College s Vision

This program will, by being provided with sufficient resources to update and develop its curricula, contribute to the College s goal of efficiency. The program cannot, at its present level of funding, properly service the students needs for transfer courses in its area nor can it fully contribute to their over-all educational needs. Having a means, as these goals suggest, of reviewing and developing courses and their content will greatly contribute to the College s goal of effectiveness. Program Goal 2 would also help the College move towards its goals of currency and effectiveness. It s widely recognized that our curriculum has ground to make-up in areas concerning multiculturalism and interdisciplinary studies. We presently do not have a Humanities Course and only a single interdisciplinary course. A development process which would involve faculty across their disciplinary lines, attention to innovative and effective teaching methodologies and course products, suggested in this goal , will help us move in this direction and also can contribute to the College s efforts in addressing the needs of diversity.

Activities in Support of Each Vision Goal Statement

1. The program can support the Vision Goals suggested here by the activities indicated above and within the framework provided by the Flex Program.
2. It is also suggested that the success of efforts to strengthen and up-date the curriculum require strong institutional supports including sufficient funding and opportunities within the Flex Program and access to workshops and other opportunities which contribute to the faculties skills and knowledge-base in such areas as Multiculturalism.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. The above goals would require the personnel and facilities suggested in the narrative provided in the program goals.
2. Assessing the need and initiating curriculum reform will most certainly require resources beyond the Department level. By previous estimates, it has been estimated that assessing the curriculum and initiating a process to create multicultural courses and support the infusion process would require a 40% release-time position for one year and a sufficient budget to provide workshops, site visits, and materials for involved faculty.

Professional Development Requirements:

On an on-going basis Professional development requirements include the need of faculty to keep current in their field and in areas of value to the College in general e.g. Critical Reasoning Across the Curriculum, Effective methods for Multicultural Infusion, and keep current in areas of computer and technology-based learning.

Professional development needs (e.g., training, renewal, conferences)

Support for the activities indicated above would include unspecified workshops and conferences, as well as a strong program on-campus to provide for common areas and topics of concern.

Data and Information needs to stay current and aware of trends

Curriculum study, faculty survey to assess currency and resources to update and improve the curriculum.

Technology needs for instructional delivery, program and prof. dev.

The program functions well within the parameters of the technological resources available. It can be foreseen that the program will make further use of computer-based learning in the future and, hence, the general development of multi-media and CD- ROM technology will be to its benefit.

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Educational Master Plan

1996 - 2001

PHOTOGRAPHY/MEDIA ARTS

Fine Arts and Humanities Division

Program EMP Team Members:

Susan Cornner

Description of Combined, Overall Key Goals for Program

1. The photography department, within the larger framework of Media Arts, will offer courses and will hire and retain faculty that reflect the highest academic standards of photography and photojournalism and its related academic disciplines as well as the finest vocational practices of media professionals.
2. The photography department, within the larger framework of Media Arts, will seek to use the college's physical facility effectively, including its capacity for inter-disciplinary study, its commitment to state-of-the art technology and its resources for research.
3. The photography department's course offerings and pedagogical methodologies, within the larger framework of Media Arts, will be designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, degree of academic preparation, age and disability.

Program Goal #1

To create courses and to hire and retain faculty that reflect the highest academic standards of photography and photojournalism and its related academic disciplines as well as the finest vocational practices of media professionals.

Short Term Objectives for this goal (1996-1998)

Each faculty member will reflect the highest standards of the discipline and of the profession.

Medium Term Objectives for this goal (1998-2000)

Each course offered in the program will have contemporary utility, relevance, and reflect the latest state-of-the-art knowledge of the profession.

Each faculty member will be encouraged to contribute to the academic resources of the discipline and to its vocational application.

Long Term Objectives for this goal (2001 and beyond)

Students will be sent either into the work place through the vocational certificate program or into four-year universities as transfer majors well-prepared to meet the challenges of those experiences successfully.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Undertake a systematic review of curriculum to ensure the contemporary utility and appropriateness of the content of each course of the program.
2. Scan program faculty to inventory their data and informational needs required to keep them current in their fields.
3. Expand opportunities for faculty to broaden and make current their knowledge of a specialty area through existing internships with local media and through federal and state grants that make possible this professional experience.
4. Continue to seek adjunct faculty who possess work experience in photography and photojournalism in addition to meeting the academic standards of the state.
5. Establish a regular program of visiting photographers and photojournalists, both as classroom visitors and as experts who showcase their work on panels and special presentations.
6. Recognize the academic integrity and vocational focus of the existing photography curriculum by moving the proposed art photography course into photography and integrating it into the existing curriculum with a photography prerequisite.
7. Provide individual counseling sessions and academic tracking for those students in entry-level photography courses who identify themselves as photojournalism majors. This is designed to improve student retention and to ease the matriculation of students from entry-level classes into advanced, specialized classes.
8. Seek funding that allows students to meet at least the minimum course objectives in photography and photojournalism required to publish a weekly newspaper and a semesterly magazine and to sustain the photography lab.

Assuming reasonable and new sufficient funding

1. Establish additional course offerings, particularly those that arise in response to changes in technology and those created by interdisciplinary study. These should include the immediate addition of color photography, commercial illustration/studio photography, the history of photography, and special techniques photography as soon as lab space in the FAAB is available.
2. Create computer-assisted multimedia classes that integrate the efforts of photography, computer science, journalism and graphic art.
3. Schedule a group of outstanding photographers and photojournalists to showcase their work as part of a media outreach program that would also involve and attract the community.
4. Schedule two additional sections of Photography 160 Beginning Photography when the FAAB opens and add sections of this and other photo classes as additional facilities and enrollment make them possible.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire one full-time position in photography/photojournalism immediately and additional positions as the enrollment warrants it so that faculty numbers mirror those of WSCH and FTE. He/she should co-advise the college publications. Unless this requirement is met, none of the other goals can be realized. Not now budgeted.
2. Hire one full-time lab assistant for the day hours and additional part-time assistants for the evening hours. These lab assistants must have appropriate background in photography, photojournalism, digital and wet darkroom processes, computer software and applicable computer systems. Not now budgeted.
3. Provide stipends for speakers as either Foundation or Associated Students moneys are available. Not now budgeted.
4. Hire additional adjunct as necessary to meet the schedule of larger offerings. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Provide a Mac station and printer for each full-time faculty position. Not now budgeted.
2. Install appropriately networked equipment in the FAAB journalism and photography labs so that it interfaces with existing equipment. Partially budgeted through the FAAB.
3. Make available a Mac station and work area in the FAAB reserved for adjunct use only. Not now budgeted.
4. Complete the purchase and installation of equipment in the FAAB. Budgeted through the FAAB.

Fiscal Requirements to Meet This Program Goal

1. Additional money for full-time staffing, approximately \$40,000 per year at current salary levels for full-time faculty. Not now budgeted.
2. Additional money for lab assistants for 60 hours per week, approximately \$24,000 per year for full-time lab assistants and \$2,500 for part-time at current salary levels. Not now budgeted.
3. Stipends of approximately \$4,000 per year, like those given coaches, for the full-time publications adviser. Not now budgeted.
4. Additional funding of approximately \$60,000 to supplement the state's allocation in the FAAB. The amount allocated, \$105,000, is now shared with the journalism program and is about half that needed by either discipline. Not now budgeted.
5. Additional funding for adjunct salaries, although this might be a less pressing need when full-time instructors teach the bulk of the curriculum. Not now budgeted.

Program Goal #2:

To use the college's physical facility effectively, including its capacity for inter-disciplinary study, its commitment to state of the art technology and its resources for research.

Short Term Objectives for this goal (1996-1998)

Use the college's facilities and projected building programs to support the curriculum.
Provide opportunities for faculty and students to access information.

Medium Term Objectives for this goal (1998-2000)

Establish curriculum that reflects the latest technology and integrates it effectively into the course of study.

Long Term Objectives for this goal (2001 and beyond)

Ensure that faculty members and students have the tools and resources to stay current in their fields.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Provide access to the Internet.
2. Equip the photography lab in the FAAB and network it with equipment in the adjoining journalism lab.
3. Provide opportunities for continuing education for faculty to keep abreast of changes in technology, including membership dues in journalism and photojournalism education organizations.
4. Set up the photography department's course offerings, scholarship information, internships, syllabi, class schedule and so on a web page.
5. Continue to access technical information and academic research through photojournalism education organizations and the Internet.
6. Transition to the increased use of technology in the delivery of instruction for the majority of the courses in the program by installing computers capable of all-digital imaging and multi-media presentations.

Assuming reasonable and new sufficient funding

1. Provide additional equipment in the journalism lab and network it with that of the adjoining photo lab so that the college publication process is all-digital. Not now budgeted.
2. Establish an on-line publication. Minimum additional funding needed.
3. Provide appropriate computer equipment and suitable office space for adjunct faculty which might be shared. Not now budgeted.
4. Tour the programs of other campuses in California to learn of their offerings, delivery systems, professional development and instructional technology. Not now budgeted.
5. Establish a database on which to store department information that tracks students and graduates. Continue the current practice of a yearly department newsletter for alumni.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire lab assistants, experts in Mac systems and digital imaging, to work in the

photography lab. See Goal 1, activities for dollar amounts. Not now budgeted.

2. Hire a consultant to network the equipment in the journalism and photography labs in the FAAB. The current rate is about \$200 per hour. Not now budgeted.

3. Provide extensive in-service training for all instructors who will use the new technology in the FAAB and will integrate it into their teaching strategies. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Install equipment now budgeted for the photography lab in the FAAB.

2. Purchase computer software for the creation of the database. Not now budgeted.

Fiscal Requirements to Meet This Program Goal

1. Touring other programs might cost from \$100 to \$500 if the visits were not too far away.

2. Consulting fees will cost about \$2,000 to link the networks in the journalism and photography labs.

Program Goal #3:

To insure that course offerings and pedagogical methodologies are designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, under prepared students, age and disability.

Short Term Objectives for this goal (1996-1998)

To ensure that current course offerings, including texts and audio-visual materials, reflect the rich diversity of the American population.

To meet the needs of disabled students as effectively as possible within the traditional classroom.

Medium Term Objectives for this goal (1998-2000)

To explore ways of meeting the needs of disabled students in new, non-traditional ways.

Long Term Objectives for this goal (2001 and beyond)

Students entering the workplace and or transferring to four-year universities will have completed a sequence of courses with additional resources assigned for the needs of special populations.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Continue to work with MEChA, the Black Students Union, the Gannett Summer Program for Minority Journalists, Society for Newspaper Design, the Poynter Institute and other programs specifically designed to attract and retain minority students in photography and photojournalism.

2. Work with local high schools in identifying those students who are interested in photography but who are under prepared academically.
3. Counsel and track students, identifying those who represent particular populations.
4. Work with the DSPS counselors and the tutors in the Tutorial Learning Center.
5. Pursue vocational education funding to provide resources for the photography and photojournalism certificate program, particularly to build adequate computer and computer software budgets.

Assuming reasonable and new sufficient funding

1. Enlarge the participation of our vocational students in an effective Tech Prep and the Two plus Two plus Two program by working with college administrators, high school faculty and local media employers.
2. Send underrepresented minority students to workshops and conferences within regional and national photography and photojournalism organizations.
3. Expand our current tracking program for special populations to include regular academic and professional counseling and participation in local media internships.
4. Provide advanced photography students with computer assistance in the form of computers specific to the needs of photojournalists as well as teaching assistants who can address the learning needs of special populations.
5. Expand our current tracking system of graduates beyond the annual mailing now used to a database that can help students network.

Personnel and Staffing Requirements to Meet This Program Goal

1. Lab or teaching assistants. See Goal 1 above for details and budgeting information.
2. A full-time secretary in Media Arts would allow the department to more easily counsel and track students throughout the program and in their career or transfer plans. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional computer software for databases.

Fiscal Requirements to Meet This Program Goal

1. Unable to determine at this time at exact dollar amount, but participation in conferences and workshops for special populations might cost up to \$1,000 per year.
2. Secretary would cost about \$20,000 in annual salary.

Meeting the College's Vision

The photography program, within the framework of Media Arts, will help advance the college's goal of currency through its systematic review and updating of course objectives, its purchase and installation of appropriate computer technology, its strong support of vocational resources to fund and help shape the certificate program, its employment of a highly skilled workforce adequate to the tasks, and its continuing search through photography and photojournalism education organizations for resources and techniques that keep its faculty, methodology and equipment current. The photography program, within

the framework of Media Arts, will help advance the college's goal of effectiveness through its tracking of students through their matriculation at COC and later into the workforce and into upper-division photojournalism and related majors. The goal of diversity can be met through the photography program's continued efforts to recruit a diverse population, beginning in an effective articulation program with local high schools and a partnership with college counselors and continuing through student organizations like the BSU and MEChA and ultimately into success academically and vocationally. The photography program, within the framework of Media Arts, will meet the college's goal of assessment by continuing to assess the needs of local media employers and to place students in internships and jobs, be continuing to articulate its program with that of four-year universities and by continuing its current level of activity in organizations which foster and promote photography and photojournalism education.

Activities in Support of Each Vision Goal Statement.

1. Undertake a systematic review of the curriculum -- currency.
2. Scan faculty to inventory data and informational needs -- currency
3. Internships with local media, especially for underrepresented populations and faculty -- assessment, currency, diversity
4. Hire adjunct with professional experience -- currency
5. Speakers program -- assessment
6. Workshops for colleagues and administrators -- currency
7. Counseling and academic tracking, especially special populations and especially through a formal data base -- effectiveness, diversity, currency
8. Funding adequate for course objectives -- effectiveness
9. Computer-assisted digital imaging-- currency
10. Additional course offerings -- currency, effectiveness
11. Provide access to the Internet -- currency, effectiveness
12. Identify under prepared students -- diversity
13. Work with DSPS and academic counselors -- diversity
14. Enlarge the role of vocational programs -- assessment, diversity, effectiveness
15. Send underrepresented students to conferences and workshops -- diversity
16. Faculty workshops and organizational memberships -- currency
17. Set up course offerings on a web site -- currency, effectiveness
18. Establish an on-line publication -- effectiveness, currency
19. Tour other programs -- currency
20. Work with professional and student organizations on to recruit, retain minority photographers-- diversity

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. Hire one full-time teaching faculty. This is the most crucial factor in the ability of this program to meet either the college's goals or its own
2. Hire appropriate lab assistants to work with photography and photojournalism students, especially those special populations that need additional technical and academic support.
3. Restore budget cuts of the last five years in photography supplies and provide budget adequate to meet course objectives
4. Provide equipment suitable for the technical demands of this master plan.

Professional Development Requirements

The photography program must participate in professional associations. This participation is essential for the academic health of the program, and it will require additional budget for membership dues and additional travel funds.

Additionally, faculty must be kept current in the areas of computers and publication processes. This will require additional academic training and vocationally specific experience as well as sophisticated computer equipment if we are to keep up with the rapid changes in media technology.

Professional development needs (e.g., training, renewal, conferences)

1. Attendance at regional and state-wide conferences sponsored by the Journalism Association of Community Colleges, at regional and national conferences sponsored by the National Association of Press Photographers and other photography organizations
2. Participation in photography education activities on the Internet
3. Membership in local photojournalism organizations, like the Joint Journalism Faculty Project and the Tri-Valley Alliance, to articulate concerns among all levels of media educators

Data and Information needs to stay current and aware of trends

1. Expanded library resources, including additional periodicals
2. Continued information on the changing demographics of the student population and the surrounding community
3. Delivery systems that include the Internet

Technology needs for instructional delivery, program and prof. dev.

1. Access to the Internet to generate and deliver course content
2. Teleconferencing capabilities
3. Equipment, particularly computers that serve both journalism and photography, suitable for mass media classes, multi-media projects and publication production classes.



Educational Master Plan

1996 - 2001

PUBLIC RELATIONS

(PROGRAM WITHIN MEDIA ARTS)

Fine Arts and Humanities Division

Program EMP Team Members:

Sue Bozman

Floyd Moos - Division Chair

Donna Davidson - Cinema

Joe Lanthier - R/TV

Lila Campuzano - Journalism/Mass Communication

Description of Combined, Overall Key Goals for Program

During the 1990s, Public Relations became one of the fastest growing fields in the world. In the U.S., it is a multi-billion-dollar business practiced by nearly 200,000 professionals. More than 200 U.S. colleges and universities have PR degree programs, and the field is projected to experience phenomenal growth, world-wide, during the next few years, accounting for as many as one billion jobs by the end of the century.

To meet the need for trained professionals in this field, College of the Canyons must make a commitment to providing a high quality public relations program. We should prepare for an expected growth in demand for access to public relations courses. Our goals should include offering the class regularly, on a predicable basis, and promoting the program in the community so that potential students know it is available. We should develop a public relations internship program so that both transfer and certificate students can progress from a class to an internship, to entry-level jobs in the field. We should work toward providing an on-line computerized classroom facility, so that students not only are grounded in theory, but also receive practical training in use of the current technology required in the field. To that end, we should train faculty in the use of current technology, including electronic communications with media, use of computer data-bases, desktop publishing, electronic publishing, use of the Internet and particularly the World Wide Web and other interactive media for marketing and research.

Program Goal #1

Offer public relations courses and internships, on an increasing and predictable basis, and promote the program in the community.

Short Term Objectives for this goal (1996-1998)

Offer PR 125, Introduction to Public Relations, at least once every two semesters. Determine in advance when it will be offered and provide the schedule in advance, in a grid form, in the College Schedule of Classes. This will allow students to plan in advance.

Medium Term Objectives for this goal (1998-2000)

Add a public relations internship sequence with two components:

1. Provide a directed studies program in the college Public Information Office, with a prerequisite that students complete PR 125 or gain permission from the director by demonstrating they have the equivalent skill and knowledge.
2. Develop and offer internships in the public relations departments or at public relations firms for students who have completed PR 125 and/or Directed Studies in Public Relations.

Long Term Objectives for this goal (2001 and beyond)

Offer one section of PR 125 every semester, alternating between evening and daytime.

Specific Activities in Support of Goal #1

Assuming current budget realities

To meet the need for trained professionals in this field, College of the Canyons must make a commitment to providing a high quality public relations program. We should prepare for an expected growth in demand for access to public relations courses. Our goals should include offering the class regularly, on a predicable basis, and promoting the program in the community so that potential students know it is available. We should develop a public relations internship program so that both transfer and certificate students can progress from a class to an internship, to entry-level jobs in the field. We should work toward providing an on-line computerized classroom facility, so that students not only are grounded in theory, but also receive practical training in use of the current technology required in the field. To that end, we should train faculty in the use of the current technology required in the field. The activity will provide a plan for a schedule that will offer the class on a regular basis, at least once every two semesters, perhaps alternating spring and fall semesters.

The plan should be published in the Schedule of Classes.

A directed studies program will be developed for a practicum in the college's Public Information Office and internships through PR departments at local businesses and public relations firms will be developed.

A brochure will be developed describing the college's PR program. It will be distributed at the Business Expo, in libraries, and in other appropriate venues.

Assuming reasonable and new sufficient funding

1. No new funding is required to support this goal.

Personnel and Staffing Requirements to Meet This Program Goal

1. An instructor must be assigned to PR 125. The funds have been in the budget in the past.
2. Directed Studies in the Public Information Office will require no new staff. Students will receive practical experience and the PIO will benefit.

3. The design team should be contacted and requested to develop a brochure. No new personnel will be required.

4. The instructor and/or Public Information Officer should work with the Dean of Professional Programs to develop partnerships with local companies that could establish internships for COC students.

Facilities/Equipment Requirements to Meet This Program Goal

No new equipment or facilities would be required.

Fiscal Requirements to Meet This Program Goal

1. Funds for an instructor would have to be budgeted at least once per year and are currently in the budget. On a long-term basis, funds would have to be increased to provide an instructor each semester.

2. Funds for development and printing of promotional materials are part of the reprographic department budget and no new funds would be required for materials.

Program Goal #2:

Provide an on-line computerized classroom facility, so that students not only are grounded in public relations and communications theory, but also receive practical training in use of the current technology required in the field. To that end, we should also train faculty in the use of current technology, including electronic communications with media, use of computer data-bases, desktop publishing, electronic publishing, use of the Internet and particularly the World Wide Web and other interactive media for marketing and research.

Short Term Objectives for this goal (1996-1998)

Offer Public Relations in a computerized classroom that includes Internet access with access to PROFNET, desktop publishing and other currently used software for marketing, communications and research functions. The software should be provided through a server with a site license, so that individual work stations do not require separate version of software.

As the TLC lab has computerized classrooms, and the Fine/Applied Arts building will also have a computerized classroom, this objective can be met as soon as the rooms become available and are networked.

Medium Term Objectives for this goal (1998-2000)

Software will have to be evaluated and upgraded on a continuing basis. The medium term objective for this program would include purchasing upgraded, industry standard desktop publishing and other software commonly used in public relations. Continued training for instructors will be required as new software programs come into use.

Long Term Objectives for this goal (2001 and beyond)

The long term objective is to continue upgrading software and equipment so that whatever technology is current in the future is available for use in instructing students.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Begin scheduling Public Relations 125 in a computerized classroom in the Tutoring, Learning and Computing Lab, or in the use of current technology, including electronic communications with media, use of computer data-bases, desktop publishing, electronic publishing, use of the Internet and particularly the World Wide Web and other interactive media for marketing and research.

2. The process of bringing the college's computer labs on line is now underway.

Assuming reasonable and new sufficient funding

1. Appropriate classroom word processing, graphics and desktop publishing software packages will need to be purchased, site licensed, and placed on a server. Programs such as Microsoft Word, Adobe Illustrator, PageMaker, and Quark will be necessary.

2. Internet access will need to be established, and access to PROFNET provided.

Personnel and Staffing Requirements to Meet This Program Goal

1. No new staffing will be required for this program.

2. Instructors will have to be carefully screened to be certain they have skills in using current technology and some training will be necessary.

Facilities/Equipment Requirements to Meet This Program Goal

Since facilities are currently being developed at the college, that will have the required capabilities, no new facilities or equipment will be required.

Fiscal Requirements to Meet This Program Goal

Since some of the software needed for this program will be provided for other classes in the curriculum, particularly within the business program, it is possible that no new monies will be required for software. However, it would be best to budget \$300 to \$500 every other year for new and upgraded applications which might not also be used in other courses.

Meeting the College's Vision

This program and its goals will support the college's vision, as defined in Toward the Year 2000: College of the Canyons Strategic Plan, 1993. On pages 2 - 3, the district superintendent-president describes the college's vision for the future.

The Media Arts Department will choose to offer a quality public relations program to meet the growing need for training in this field. Our teaching strategies will include current technology. The program will include components on multiculturalism and international public relations, supporting the college's diversity and international education goals. The technology used in the class will require students to become computer literate and will greatly enhance their skills.

Activities in Support of Each Vision Goal Statement.

Goal 1: Teaching/Learning

Planning to offer public relations on a regular and predictable schedule, adding directed studies practicums and internships and moving the class into a computerized classroom using current public relations technology tools will greatly enhance this program and the environment in support of excellent teaching and effective student learning.

Goal 9: Technological Advancement

Providing computerized instruction facilities and current software and providing staff development funds for instructors in use of equipment and software will support the college's goal of ensuring that up-to-date technologies are being used effectively to enhance the quality of programs, services and operations. See items 4, 5, and 6 in goals 1 and 2 above. with the equipment and software in the computer classroom. The instructors will require attendance at workshops, training sessions and conferences related to new technologies in public relations. Instructors will need information on changing technology, new software, new ways of performing public relations programs. Much of this information is available through trade journals, on-line journals, and updated textbooks. See program goal #2 above.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

Instructors must have training to teach in these facilities and help with development of curricula.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



Educational Master Plan

1996 - 2001

RADIO/TELEVISION

Fine Arts and Humanities Division

Program EMP Team Members

Joseph Lanthier

Description of Combined, Overall Key Goals for Program

1. The RTV department, within the larger framework of Media Arts, will offer courses and will hire and retain faculty that reflect the highest academic standards of radio and television production and its related academic disciplines as well as the finest vocational practices of media professionals.
2. The RTV department, within the larger framework of Media Arts, will seek to use the college's physical facility effectively, including its capacity for inter disciplinary study, its commitment to state-of-the art technology and its resources for research.
3. The RTV department's course offerings and pedagogical methodologies, within the larger framework of Media Arts, will be designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, degree of academic preparation, age and disability.

Program Goal #1:

To create courses and to hire and retain faculty that reflect the highest academic standards of radio and television production and its related academic disciplines as well as the finest vocational practices of media professionals.

Short Term Objectives for this goal (1996-1998)

Each faculty member will reflect the highest standards of the discipline and of the profession.

Medium Term Objectives for this goal (1998-2000)

Each course offered in the program will have contemporary utility, relevance, and reflect the latest state-of-the-art knowledge of the profession.

Each faculty member will be encouraged to contribute to the academic resources of the discipline and to its vocational application.

Long Term Objectives for this goal (2001 and beyond)

Students will be sent either into the work place through the vocational certificate program or into four-year universities as transfer majors well-prepared to meet the challenges of those experiences successfully.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Undertake a systematic review of curriculum to ensure the contemporary utility and appropriateness of the content of each course of the program.
2. Scan program faculty to inventory their data and informational needs required to keep them current in their fields.
3. Expand opportunities for faculty to broaden and make current their knowledge of a specialty area through existing internships with local media and through federal and state grants that make possible this professional experience.
4. Continue to seek adjunct faculty who possess work experience in radio and television production in addition to meeting the academic standards of the state.
5. Establish a regular program of visiting videographers, scriptwriters and sound designers, both as classroom visitors and as experts who showcase their work on panels and special presentations.
6. Establish a forum for student work.
7. Provide individual counseling sessions and academic tracking for those students in entry-level production courses who identify themselves as RTV/Media Arts majors. This is designed to improve student retention and to ease the matriculation of students from entry-level classes into advanced, specialized classes.
8. Seek funding that allows students to meet at least the minimum course objectives in radio and television production required to broadcast a weekly news production and a radio station.

Assuming reasonable and new sufficient funding

1. Establish additional course offerings, particularly those that arise in response to changes in technology and those created by interdisciplinary study. These should include the immediate addition of desktop editing, advanced television production, introduction to radio and television, and advanced radio performance
2. Create computer-assisted multimedia classes that integrate the efforts of audio and video, computer science, journalism and graphic art.
3. Schedule a group of outstanding producers and videographers to showcase their work as part of a media outreach program that would also involve and attract the community.
4. Split the radio and television classes when the FAAB opens and add sections of this and other RTV/Media Arts classes as additional facilities and enrollment make them possible.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire one full-time position in RTV/Media Arts immediately and additional positions as the enrollment warrants it so that faculty numbers mirror those of WSCH and FTE. He/she should co-advise the college productions. Not now budgeted.
2. Hire one full-time lab assistant for the day hours and additional part-time assistants for the evening hours. These lab assistants must have appropriate background in audio production, video production, digital and linear editing, computer software and applicable computer systems. Not now budgeted.
3. Provide stipends for speakers as either Foundation or Associated Students moneys are available. Not now budgeted.
4. Hire additional adjunct as necessary to meet the schedule of larger offerings. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Provide a Mac station and printer for each full-time faculty position. Not now budgeted.
2. Make available a Mac station and work area in the FAAB reserved for adjunct use only. Not now budgeted.
3. Complete the purchase and installation of equipment in the FAAB. Budgeted through the FAAB.

Fiscal Requirements to Meet This Program Goal

1. Additional money for full-time staffing, approximately \$50,000 per year at current salary levels for full-time faculty. Not now budgeted.
2. Additional money for lab assistants for 60 hours per week, approximately \$24,000 per year for full-time lab assistants and \$2,500 for part-time at current salary levels. Not now budgeted.
3. Stipends of approximately \$4,000 per year, like those given coaches, for the full-time production adviser. Not now budgeted.

Program Goal #2:

To use the college's physical facility effectively, including its capacity for inter-disciplinary study, its commitment to state of the art technology and its resources for research.

Short Term Objectives for this goal (1996-1998)

Use the college's facilities and projected building programs to support the curriculum.
Provide opportunities for faculty and students to access information.

Medium Term Objectives for this goal (1998-2000)

Establish curriculum that reflects the latest technology and integrates it effectively into the course of study.

Long Term Objectives for this goal (2001 and beyond)

Ensure that faculty members and students have the tools and resources to stay current in their fields.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Provide access to the Internet.
2. Network the TV studio with the local cable station
3. Provide opportunities for continuing education for faculty to keep abreast of changes in technology, including membership dues in radio and television education organizations.
4. Set up the RTV/Media Arts department's course offerings, scholarship information, internships, syllabi, class schedule and so on a web page.
5. Continue to access technical information and academic research through broadcasting education organizations and the Internet.
6. Transition to the increased use of technology in the delivery of instruction for the majority of the courses in the program by installing computers capable of all-digital imaging and multi-media presentations.

Assuming reasonable and new sufficient funding

1. Provide additional equipment in the television studio and network it with that of the local cable station so that the college could have its own channel. Not now budgeted.
2. Establish a radio station . Not now budgeted.
3. Provide appropriate computer equipment and suitable office space for adjunct faculty which might be shared. Not now budgeted.
4. Tour the programs of other campuses in California to learn of their offerings, delivery systems, professional development and instructional technology. Not now budgeted.
5. Establish a database on which to store department information that tracks students and graduates.
6. Establish a campus wide television distribution system

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire lab assistants, experts in equipment use and maintenance, to work in the studio and labs. See Goal 1, activities for dollar amounts. Not now budgeted.
2. Provide extensive in-service training for all instructors who will use the new technology in the FAAB and will integrate it into their teaching strategies. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Install equipment now budgeted for the RTV/Media Arts section in the FAAB.
2. Purchase computer software for the creation of the database. Not now budgeted.
3. Purchase transmitting equipment for radio station. Not now budgeted
4. Purchase equipment for networking with cable station. Not now budgeted

5. Purchase distribution equipment for campus network. Not now budgeted.

Fiscal Requirements to Meet This Program Goal

1. Touring other programs might cost from \$100 to \$500 if the visits were not too far away.
2. Consulting fees will cost about \$2,000 to link the networks in the studio and cable station.
3. Transmitting equipment will cost about \$20,000.
4. Distribution equipment and cable will cost about \$10,000.

Program Goal #3:

To insure that course offerings and pedagogical methodologies are designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, under prepared students, age and disability.

Short Term Objectives for this goal (1996-1998)

To ensure that current course offerings, including texts and audio-visual materials, reflect the rich diversity of the American population.

To meet the needs of disabled students as effectively as possible within the traditional classroom.

Medium Term Objectives for this goal (1998-2000)

To explore ways of meeting the needs of disabled students in new, non-traditional ways.

Long Term Objectives for this goal (2001 and beyond)

Students entering the workplace and or transferring to four-year universities will have completed a sequence of courses with additional resources assigned for the needs of special populations.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Work with MEChA, the Black Students Union, American Women in Radio and Television, National Association of Broadcasters and other programs specifically designed to attract and retain minority students in radio and television.
2. Work with local high schools in identifying those students who are interested in radio and television but who are under prepared academically.
3. Counsel and track students, identifying those who represent particular populations.
4. Work with the DSPS counselors and the tutors in the Tutorial Learning Center.
5. Pursue vocational education funding to provide resources for the RTV/Media Arts certificate program, particularly to build adequate computer and computer software budgets.

Assuming reasonable and new sufficient funding

1. Enlarge the participation of our vocational students in an effective Tech Prep and the Two plus Two plus Two program by working with college administrators, high school faculty and local media employers.
2. Send underrepresented minority students to workshops and conferences within regional and national broadcast organizations.
3. Expand our current tracking program for special populations to include regular academic and professional counseling and participation in local media internships.
4. Provide advanced RTV/Media Arts students with computer assistance in the form of computers specific to the needs of scriptwriters as well as teaching assistants who can address the learning needs of special populations.
5. Expand our current tracking system of graduates beyond the annual mailing now used to a database that can help students network.

Personnel and Staffing Requirements to Meet This Program Goal

1. Lab or teaching assistants. See Goal 1 above for details and budgeting information.
2. A full-time secretary in Media Arts would allow the department to more easily counsel and track students throughout the program and in their career or transfer plans. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional computer software for databases.

Fiscal Requirements to Meet This Program Goal

1. Unable to determine at this time at exact dollar amount, but participation in conferences and workshops for special populations might cost up to \$1,000 per year.
2. Secretary would cost about \$20,000 in annual salary.

Meeting the College's Vision

The radio and television program, within the framework of Media Arts, will help advance the college's goal of currency through its systematic review and updating of course objectives, its purchase and installation of appropriate computer technology, its strong support of vocational resources to fund and help shape the certificate program, its employment of a highly skilled workforce adequate to the tasks, and its continuing search through broadcast education organizations for resources and techniques that keep its faculty, methodology and equipment current. The radio and television program, within the framework of Media Arts, will help advance the college's goal of effectiveness through its tracking of students through their matriculation at COC and later into the workforce and into upper-division production and related majors. The goal of diversity can be met through the radio and television program's continued efforts to recruit a diverse population, beginning in an effective articulation program with local high schools and a partnership with college counselors and continuing through student organizations like the BSU and MEChA and ultimately into success academically and vocationally. The radio and television program, within the framework of Media Arts, will meet the college's goal of assessment by continuing to assess the needs of local media employers and to place students in internships and jobs, be continuing to articulate its program with that of four-year universities and by continuing its current level of activity in organizations which foster and promote radio and television production education.

Activities in Support of Each Vision Goal Statement.

1. Undertake a systematic review of the curriculum -- currency.
2. Scan faculty to inventory data and informational needs -- currency.
3. Internships with local media, especially for underrepresented populations and faculty -- assessment, currency, diversity.
4. Hire adjunct with professional experience -- currency.
5. Speakers program -- assessment.
6. Workshops for colleagues and administrators -- currency.
7. Counseling and academic tracking, especially special populations and especially through a formal data base -- effectiveness, diversity, currency.
8. Funding adequate for course objectives -- effectiveness.
9. Computer-assisted digital imaging-- currency.
10. Additional course offerings -- currency, effectiveness.
11. Provide access to the Internet -- currency, effectiveness.
12. Identify under prepared students -- diversity.
13. Work with DSPS and academic counselors -- diversity.
14. Enlarge the role of vocational programs -- assessment, diversity, effectiveness.
15. Send underrepresented students to conferences and workshops -- diversity.
16. Faculty workshops and organizational memberships -- currency.
17. Set up course offerings on a web site -- currency, effectiveness.
18. Establish an on-line publication -- effectiveness, currency.
19. Tour other programs -- currency.
20. Work with professional and student organizations on to recruit, retain minority videographers-- diversity

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. Hire one full-time teaching faculty. This is the most crucial factor in the ability of this program to meet either the college's goals or its own
2. Hire appropriate lab assistants to work with RTV/Media Arts students, especially those special populations that need additional technical and academic support.
3. Provide equipment suitable for the technical demands of this master plan.

Professional Development Requirements

The RTV/Media Arts program must participate in professional associations. This participation is

essential for the academic health of the program, and it will require additional budget for membership dues and additional travel funds. Additionally, faculty must be kept current in the areas of computers and publication processes. This will require additional academic training and vocationally specific experience as well as sophisticated computer equipment if we are to keep up with the rapid changes in media technology.

Professional development needs (e.g., training, renewal, conferences)

1. Attendance at regional and state-wide conferences sponsored by the National Association of College Broadcasters and other radio and television organizations.
2. Participation in radio and television education activities on the Internet
3. Membership in local radio and television organizations, like the Tri-Valley Alliance, to articulate concerns among all levels of media educators

Data and Information needs to stay current and aware of trends

1. Expanded library resources, including additional periodicals
2. Continued information on the changing demographics of the student population and the surrounding community.
3. Delivery systems that include the Internet.

Technology needs for instructional delivery, program and prof. dev.

1. Access to the Internet to generate and deliver course content.
2. Teleconferencing capabilities.
3. Equipment, particularly computers that serve both audio and video, suitable for mass media classes, multi-media projects and production classes.





Educational Master Plan

1996 - 2001

SPANISH

Fine Arts and Humanities Division

Program EMP Team Members:

D. Hellrigel

P. Newman

K. Walsh

M. Zschaschel

G. Diaz

Description of Combined, Overall Key Goals for Program

The overall goal of the Spanish program is to provide quality instruction in the Spanish language to all segments of the community served by the college. This includes the traditional academic transfer student, students with a vocational need for the language, students interested in practicing and improving existing language skills, and a growing number of Spanish speaking students with specific needs.

Program Goal #1

To improve supplemental materials and equipment available in the language laboratory.

Short Term Objectives for this goal (1996-1998)

To keep abreast of all recent programs, tapes, videos, etc. as they become available, as well as innovative delivery systems.

Medium Term Objectives for this goal (1998-2000)

To develop plans for a Language Learning Center employing state-of-the-art equipment and programs.

Long Term Objectives for this goal (2001 and beyond)

To establish a Language Learning Center as described in Medium Term Objectives, including computer-assisted instruction, CD-ROM and interactive video.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Review current catalogs of material available in the field.
2. Contact other colleges and discuss applications.
3. Contact representatives of companies developing materials.
4. Visit other Language Learning Centers.
5. Attend conferences dealing in this area.

Assuming reasonable and new sufficient funding

1. Purchase the equipment and programs outlined in the Long Term Objectives and establish a Language Learning Center.
2. Provide tutorial services in the Center.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1 through 5 can be performed by current faculty.
2. Activity 7 would require additional unbudgeted funds based on the number of hours that service was provided.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activity 6 can be implemented using currently available facilities. The equipment would require additional unbudgeted funding.

Fiscal Requirements to Meet This Program Goal

1. Activities 1 through 5 will require no additional funding.
2. Activities 6 and 7 will require an unknown amount of additional funds.

Program Goal #2:

To effectively meet the needs of the "native" speaker of Spanish.

Short Term Objectives for this goal (1996-1998)

To develop and refine alternate assignments for native speakers in current classes.

Medium Term Objectives for this goal (1998-2000)

To develop a parallel "track" series of courses for native speakers.

Long Term Objectives for this goal (2001 and beyond)

To offer the classes described in Medium Term Objectives.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Review recent materials published in this area.
2. Contact colleagues at other institutions.
3. Compare similar track programs at other colleges.
4. Attend professional conferences dealing with this area.
5. Work with the Instructional Resource Center to improve holdings in this area.

Assuming reasonable and new sufficient funding

1. Offer the classes described in Medium Term Objectives.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1 through 5 will not require any additional staffing.
2. Activity 6 will require an additional 1/3 FTE faculty member for day classes and an additional 5-hour weekly adjunct position for evening classes.

Facilities/Equipment Requirements to Meet This Program Goal

No new facilities or equipment will be required for this program.

Fiscal Requirements to Meet This Program Goal

Activities 1 through 5 will require no additional funding.

Meeting the College's Vision

The goals of the Spanish program coincide with those of the college's vision statement in terms of currency, effectiveness, and diversity.

Activities in Support of Each Vision Goal Statement.

1. Currency: The program's use of computers, interactive video, and audio tapes will reinforce the student's proficiency regardless of area of need and will provide the flexibility for diverse applications in the work force.
2. Effectiveness: Upgrading the equipment and programs in the Language Laboratory will make the classroom instruction more effective by providing the repetition and practice necessary to master a foreign language. Emphasizing and expanding interactive video over traditional audio tapes will provide the added interest and motivation inherent in this medium, and hopefully improve student retention.
3. Diversity: By implementing the program's goals a more self-paced learning can take place to handle diverse learning styles. A more extensive library of materials will better meet the needs of the student regardless of the student's area of interest or level of proficiency. The track program will meet the specific needs of a growing segment of the community.

Professional Development Requirements

Compared to other fields of study involving rapid technological change and advancement of knowledge, changes in what is taught in the foreign language classroom are less important than how it is taught.

Professional development needs (e.g., training, renewal, conferences)

The college needs to increase funds for attending conferences and workshops and should provide the opportunity to attend to adjunct faculty.

Data and Information needs to stay current and aware of trends

This information is readily available in professional journals and at conferences and workshops.

Technology needs for instructional delivery, program and prof. dev.

As described in Program Goal #1.

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Educational Master Plan

1996 - 2001

SPEECH

Fine Arts and Humanities Division

Program EMP Team Members:

Gary Peterson

Victoria Leonard

Description of Combined, Overall Key Goals for Program

The primary objectives for the Speech Communication Department are to provide students with a curriculum that leads to an Associate Degree in Speech Communication, and to stay competitive within the community college system by expanding course offerings, activities, staff, and facilities.

Program Goal #1

To expand the department into one that is a viable for an Associate Degree, several courses in Speech Communication will be added to the curriculum: Communication and the Sexes; Group Communication; Persuasion; and ESL Public Speaking.

Short Term Objectives for this goal (1996-1998)

Begin research into the development of the aforementioned courses by collecting course outlines and articulation information from other community colleges.

Medium Term Objectives for this goal (1998-2000)

N/A

Long Term Objectives for this goal (2001 and beyond)

Evaluate the courses by examining enrollment patterns, changes in student population, and currency and relevance of each course.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Sections of Public Speaking would need to be cut in order to rotate other course offerings so that students could complete the major within two years.

Assuming reasonable and new sufficient funding

1. Three to four courses, in addition to Public Speaking, would be offered each semester without cutting any sections.

Personnel and Staffing Requirements to Meet This Program Goal

1. With the development of new courses offered on a rotation every three years, the present budget would suffice.
2. With three to four Speech Communication courses offered every semester, additional funds would be required for staffing of one to two additional adjunct faculty or one full-time faculty member.

Facilities/Equipment Requirements to Meet This Program Goal

Additional classrooms would be necessary -- space should be available with the addition of the Fine Arts building.

Fiscal Requirements to Meet This Program Goal

Additional funding would be necessary to staff new courses.

Program Goal #2:

A Forensics (debate) program will be developed.

Short Term Objectives for this goal (1996-1998)

Begin research into the process of developing a Forensics program by contacting department chairs and Forensics directors at community colleges in California.

Medium Term Objectives for this goal (1998-2000)

Develop a proposal for a Forensics program for College of the Canyons which includes all fiscal requirements for the program, including, but not limited to staffing, facilities/equipment, and travel.

Long Term Objectives for this goal (2001 and beyond)

Implement the program and assess student interest in the program by evaluating the number of students participating.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. In preparation for a program, a survey of student interest will be conducted each year and course materials will be collected.

Assuming reasonable and new sufficient funding

1. Additional courses in Argumentation could be developed to support the Forensics program.
2. Debate students would be able to enter both local and out of state tournaments.
3. Trophies would be purchased.

4. Coaching would be available for debaters.

Personnel and Staffing Requirements to Meet This Program Goal

1. The development of a Forensics program would necessitate the addition of funds for a full-time faculty member.
2. Additional funds would be necessary to hire debate coaches.

Facilities/Equipment Requirements to Meet This Program Goal

1. A room on campus would need to be dedicated to the debate team.
2. Classrooms would be utilized periodically for weekend tournaments when held at College of the Canyons.

Fiscal Requirements to Meet This Program Goal

Major capital outlay, not in the present budget, would be necessary to develop a forensics program to cover travel, substitutes, tournament fees, debate coaches, a full-time instructor, and trophies.

Program Goal #3:

To develop classroom and speech lab facilities that are technologically current and promote and enhance learning.

Short Term Objectives for this goal (1996-1998)

Secure classrooms with exceptional lighting and that are equipped with monitors/VCR's, overhead projectors, and easels, and are limited for Speech Communication classes.

Medium Term Objectives for this goal (1998-2000)

Secure videotape equipment and a playback lab facility for students to review their speeches.

Long Term Objectives for this goal (2001 and beyond)

Design two tiered level classrooms dedicated to public speaking courses and acquire multimedia equipment to provide students with opportunities to learn technology.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Move all Speech Communication courses into classrooms that are already equipped with monitors/VCR's and overhead projectors.
2. Design fund raisers to purchase flip chart easels for classrooms in the department.

Assuming reasonable and new sufficient funding

1. Major capital outlay would be used for the purchase of the most up to date multimedia equipment.
2. Improve lighting and noise conditions in classrooms.

3. Provide students with soundproof facilities to review speeches.

Personnel and Staffing Requirements to Meet This Program Goal

1. Additional staff would be required to manage a speech lab.
2. Maintenance and operations staff would be required to improve existing conditions.
3. Additional funding would be necessary to hire contractors to build tier-level classrooms.

Facilities/Equipment Requirements to Meet This Program Goal

1. A new facility will be required for a speech playback lab.
2. Developing classrooms that are technologically current will require the purchase of two to three multimedia computers, video cameras with tripods, and flip chart easels.
3. No new facilities are required to utilize classrooms with existing equipment

Fiscal Requirements to Meet This Program Goal

N/A

Meeting the College's Vision

The Speech Communication department will help advance the college's goal of currency by reviewing its courses and insuring the content is updated; that the most up to date technology is available; and that the basic communication skills needed in today's workforce are taught and emphasized. Effectiveness will be promoted by the use of research on retention and satisfaction conducted within the department. To advance the goal of diversity all courses will focus on diversity and gender issues within the curriculum. The goal of assessment will be met as the department increases its knowledge of the needs of employers, students, and university requirements.

Activities in Support of Each Vision Goal Statement.

1. To meet the goal of currency, faculty will stay up to date with research in the field via journals and professional associations; faculty will help students use up to date technology in their research and presentations; and faculty will utilize business surveys to insure curriculum meets the needs of business and industry.
2. To meet the goal of effectiveness surveys will be developed and distributed to all students in Speech Communication classes to determine students degree of satisfaction and perceptions of relevancy in the courses; retention rates will be examined and utilized as a guide for assessing the need for change.
3. To meet the goal of diversity, existing courses will be revised to include curriculum which includes a focus on a variety of cultural groups (i.e. race, gender, special populations, age, underprepared students, etc.) and new courses will be developed with this focus.
4. To meet the goal of assessment the department will utilize the services of the office of institutional research to determine the communication skills necessary for students entering four year institutions, and business, industry, and professions.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. To conduct research in the areas of effectiveness and assessment, it will be necessary to enlist the assistance of the Assistant Dean of Institutional Development.
2. To move toward currency, a full time faculty member may require a 10% overload assignment.

Professional Development Requirements

Full-time faculty should attend professional conferences and communication workshops.

Professional development needs (e.g., training, renewal, conferences)

1. Professional association dues for three major Speech Communication Associations require \$300 per year for each member.
2. Conference fees, including registration and travel expenses require between \$300 to \$1000, depending on the location and duration of the conference.
3. Local workshops may require \$100 per attendee and travel expenses.

Data and Information needs to stay current and aware of trends

1. Updated information regarding businesses in the Santa Clarita and San Fernando Valleys is necessary to meet the needs of employers and students.
2. Information regarding changes in the student population and demographics in the Santa Clarita Valley is mandatory to develop and maintain curricula that addresses diversity and learning styles.

Technology needs for instructional delivery, program and prof. dev.

1. Major capital outlay will be necessary to provide faculty with up to date computers, with Internet access, to stay current with research in the field and be able to generate curricula and allow faculty to complete their work on campus.
2. Up to date multimedia equipment and accessories (i.e. LCD projection panels, overhead projectors, laser transparency film, monitor/VCR's, flip chart easels and pads, slide projectors) will enable faculty to deliver course materials more effectively and allow students to work with technologies that are utilized in business, industry, and professions.



Educational Master Plan

1996 - 2001

THEATER

Fine Arts and Humanities Division

Program EMP Team Members:

Gary Peterson

Description of Combined, Overall Key Goals for Program

The Goal of the Theater Department is to offer students a general introduction to theater history and the basic skills of acting.

Program Goal #1:

To construct a performing arts center on the campus on the grounds of College of the Canyons.

Short Term Objectives for this goal (1996-1998)

To explore the possibilities of funding a performing arts center through state funding or through college and community funding.

Medium Term Objectives for this goal (1998-2000)

Once funding has been secured, confirm the site and form a college and community committee to discuss the plans of the new building.

Long Term Objectives for this goal (2001 and beyond)

Construct the performing arts center and develop an all inclusive theater program which would included the employment of two full time theater faculty

Specific Activities in Support of Goal #1

Assuming current budget realities

1. None (with current budget realities there is no reason to form any committees)

Assuming reasonable and new sufficient funding

1. Form a college/community committee that will confirm location and start to develop plans and uses of the new center.

2. Finalize plans and go out to bid for construction of the performing arts center.
3. Construct the center and start to program the activities that will be housed in the new center.

Personnel and Staffing Requirements to Meet This Program Goal

1. Position one- A full time instructor to teach acting and theater history classes cost to district would be approximately \$60,000.00.
2. Position two- A full time instructor to teach stagecraft, make-up and costuming courses cost to district would be approximately \$60,000.00.
3. Position three- a Classified position to supervise the scene shop. cost to district would be approximately \$50,000.00.
4. Position four- a classified position to serve as booking clerk and contact person for the center. Cost to district would be approximately \$50,000.00.

Facilities/Equipment Requirements to Meet This Program Goal

A 4 to 6 million dollar building to house three separate theaters to serve the college and the community.

Fiscal Requirements to Meet This Program Goal

1. 4 to 6 million dollars not currently in budget to construct the building.
2. \$300,000.00 in annual funding to staff and supply the arts center.

Meeting the College's Vision

To assist the college in its role as a center of the community.

Activities in Support of Each Vision Goal Statement.

1. To meet the goal of currency the new building will have complete and up to date equipment to offer the community and the college a state of the art center of performances.
2. To meet the goal of effectiveness the college will maintain a community committee the will assist in the programming of the center.
3. To meet the goal of diversity the new performing arts center the will be charged with the goal of insuring that one of every three programs will deal with the issue of diversity.
4. To meet the goal of assessment the community will have three permanent seats on the centers advisory committee and that each program will be evaluated be the members of the audiences.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

None

Professional Development Requirements

If there is a Theater Arts Association that may be able to assist us in planning the Performing Arts Center

Professional development needs (e.g., training, renewal, conferences)

To seek out training to enable us to design the most effective P.A.C. (Performance Arts Center).

Data and Information needs to stay current and aware of trends

Unknown at this time.

Technology needs for instructional delivery, program and prof. dev.

Unknown at this time.

A final note

Two years ago the College went out to hire a full time Speech Theater person to replace Bill Baker who retired three years ago. At the end of that unsuccessful search the feeling was that it would be unwise to hire any future theater position until a building was constructed.





Section 7:

MATHEMATICS/SCIENCES DIVISION

Five Year Educational Master Plan

1996 - 2001

1. Overview of the Mathematics & Sciences Division and Programs

The Math/Science Division consists of twenty-one full-time faculty members and forty-four adjunct faculty members (Spring, 1996). These faculty members represent the following seven academic disciplines:

Biology

Organismal and Environmental, Molecular and Cellular, Contemporary Issues in Environmental, Human Anatomy and Physiology, Zoology, Botany, and Microbiology.

Chemistry

General, Quantitative, Organic, and a Preparatory General Chemistry class for non-majors.

Geology/Geography

Geology and Geography are included together and comprise the following classes:

Physical and Cultural Geography, Physical Geology, Historical Geology, Geology of California, Geology of National Parks and Monuments, and Minerals, Rocks and Fossils.

Health Sciences

The Health Sciences are divided into two areas:

Emergency Medical Technician and Medical Terminology.

Mathematics

Offers sixteen courses beginning with Arithmetic, and continuing with Algebra, Statistics, Calculus, Linear Algebra, Differential Equations, and Math Analysis.

Nursing

The Nursing Department offers three education levels:

- The Nurse-Aide/Home Health Aide which is the first level of the nursing career ladder.

- Vocational Nursing which is designed for the individual who must work full-time or is not able to attend school during the traditional classroom hours.

- Registered Nursing for the student who will graduate with an Associate in Science degree with a major in nursing.

Physics/Astronomy

These two programs, physics and astronomy, provide students with a firm foundation in the physical sciences and preparation for transfer majors in physical science and engineering. The courses include the Stellar System, the Solar System, and five sequential courses in physics.

2. Characteristics of the Mathematics & Sciences Division

The Math/Science Division is made up of a group of departments, including biology, chemistry, geology, geography, health science, mathematics, nursing, and physics/astronomy. The commonality in all these departments is the need to have laboratory facilities available for effective teaching. As the college grew, this common bond was the basis for the math/science grouping.

The Math/Science Division serves a proportionately smaller number of students than the other divisions due to the laboratory component of many classes. Each of these classes is able to take a finite number of students. The Math/Science Division accounts for 1/5 of all courses and 21% of total student enrollments and completions. The provided data for this Educational Master Plan (for Spring Semesters 1991 through 1994 and Fall semesters 1991 through 1995) show an average of 109.25 courses offered and 116.6 courses (456 units) actually made which indicates classes in the Division are added and filled after the original schedules are printed. Although the enrollment numbers are modest in this Division (mean = 3,636), the number completing the courses are high (mean = 2,872). This translates into an average completion rate of 78.68% with a passing percentage of 69.3% while that for all division is 80% and 70.5% respectively.

The following data is based on averages from the four spring and five fall semesters that were previously indicated:

The Math/Science Division generates a WSCH at census of 17,406 and the Instructional Effort/Load (WSCH/FTEF) was 487.9 for Spring semesters and 485.67 for Fall semesters. This seems to be an indication of very stable class size, and maximizing the use of our existing resources. The FTEF indicates an average of 35.5 with 19.5 being full-time teaching faculty. Therefore, the Division employs in adjunct faculty the equivalent of 16 full-time additional faculty members. All the departments in this Division have included additional faculty as one of their goals. In comparison to the "all division averages," the Math/Science Division accounts for 29% of all WSCH generated by the College. The Math/Science Instruction Effort/Load (WSCH/FTEF) is on the average higher (487) than the WSCH/FTEF for all divisions (483).

Future projections indicate the likelihood of increasing enrollments. Biology Sciences, Math, Geology/Geography and Astronomy are general education requirements, and can count toward an Associate Degree. Chemistry, physics, nursing, and health sciences are part of transfer programs, or programs that provide certificates upon completion of associate degree requirements. Courses in the Math/Science Division attract students who want a solid foundation in science, math, and nursing to transfer to upper division schools, or students who are interested in career planning with certificate courses in nursing or health sciences.

3. Mission, Goals, and Objectives of the Mathematics & Sciences Division

The mission of the Math/Science Division mirrors the mission established by the college and includes the need for:

a) Currency - All departments in this Division recognize the need to be technically current so that students will be prepared to successfully continue their education, or will be prepared to take their places in the workforce.

b) Effectiveness - The Math/Science faculty feel that by using the latest in technology, students will be prepared to enter the workforce confidently, be encouraged to upgrade previously learned skills or be prepared for additional learning. This concept supports the mission goal of retention, transfer and job placement.

c) Diversity - The Math/Science Division is constantly working on infusing diversity into the curriculum. Several members sit on the Cultural Diversity Committee, and infusing diversity into the curriculum was an intersession discussion attended by many division members. One course in Cultural Geography, and several Nursing courses are representative of how cultural diversity has been infused into existing courses.

d) Assessment - All of the departments in the Math/Science Division are continually evaluating their programs. This makes for a very dynamic division that responds to the needs and changing demands of the community and the student population which it serves.

4. Introduction to the Mathematics & Sciences Division Components that Follow

The Lead Faculty in each department were given the responsibility to complete the Educational Master Plan. If that department had several faculty, each person was given an opportunity to give input as the Plan was being written. In a single faculty department, the faculty conferred with the Division Chair regarding the writing and preparation of the Educational Master Plan Document.

The Math/Science Division is very equipment intensive. To keep up with all the technology in the workplace, and to be prepared for the challenges of education in transfer institutions, this division needs to expand existing facilities, acquire the latest technology, and support faculty professional development. This will require a commitment on the part of the college that this support is essential to maintaining a quality math-science curriculum at College of the Canyons.

5. The Educational Master Plans for each program in the Mathematics & Sciences Division follows...



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Educational Master Plan

1996 - 2001

ASTRONOMY

Mathematics & Sciences Division

Program EMP Team Members

John Sepikas

Description of Combined, Overall Key Goals for Astronomy Program

The basic goal of the program is to offer students an opportunity to achieve the following:

1. Satisfy the science requirement, for students intending to transfer to four-year institutions, at a level of academic sophistication expected of a respected college.
2. Survey of the basic undisputed facts of the Astronomy discipline and the presentation of evidence and methods used to establish those facts.
3. The understanding of Astronomy as body of scientific knowledge that has a beautiful, coherent and unified structure.
4. To the degree possible to partake in laboratory experiences that solidifies understanding.
5. To develop the potential in students who would continue on for more advanced training upon transfer.
6. Establishment of an endowment fund to ensure the sustainability of high quality programs in the Astronomical and other sciences.

Program Goal #1

Increase the opportunities for students to participate in a solid, up-to-date, and well-equipped, Astronomy program.

Short Term Objectives for this goal (1996-1998)

Offer more instructional television courses in astronomy on a regular basis. This course typically enrolls over 100 students per course offering. In addition, since it is offered on the weekends, it is much more accessible to nontraditional students. Allow these students to participate in laboratory observing sessions with affordable state-of-the-art equipment.

Medium Term Objectives for this goal (1999-2000)

Increase the number and level of course offerings. A full-time faculty should be assigned to teach courses and to develop the program through grant applications, local community outreach and collaboration with other schools.

Long Term Objectives for this goal (2001 and beyond)

The establishment of a sustainable, high quality program that can be pointed to with pride, by the College and the Santa Clarita area.

1. Special courses for local high schools which would hopefully encourage those students to consider College of the Canyons because of its high quality programs.
2. Construction of a Planetarium and Community Science Education Center for college and public presentations. This Planetarium could also be used for educational programs for the local K-12 community as well as raise revenues for the Astronomy program, the Math/Science Division and the school in general.
3. Establishment of work-study scholarships by local high technology companies. These scholarships could be based, in part, on standards set by the participating companies and thus they could assist in establishing high standards that many companies are now demanding. It could also be hoped that some of the scholarships could be for graduates of the program to provide tutoring services for current students and thus solidify the concept of returning something to the community.
4. Development of an honors program in Astronomy and the Space Sciences.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Offer more instructional television courses in Astronomy.
2. Offer more standard courses in Astronomy.
3. Start purchase of additional laboratory equipment.

Assuming reasonable and new sufficient funding

1. Development of a predictable, sustainable equipment fund that can allow for long range development of the Astronomy and Math/Science program.
2. Access to computer-aided instruction.
3. Release time for grant writing and public outreach.
4. Development of special, low enrollment, honors courses.
5. Construction of a Planetarium and Community Science Education Center on campus.

Personnel and Staffing Requirements to Meet This Program Goal #1

The current staffing levels are just sufficient to meet the short term goals, but for any realistic, high quality program development, the attention of a full-time faculty member will be required. To prepare against uncertainties in funding, a full-time faculty could be hired to teach half their load in Astronomy and the other half in Mathematics or another science. If funding should be short, or should the program development be required to be stretched over time, then that faculty member could teach full-time in

Mathematics temporarily until the situation fiscally resolves. This would ensure continuity and preservation of the initial investment in the program while at the same time assisting a department with a need for more full-time faculty.

Facilities/Equipment Requirements to Meet This Program Goal

Short to medium term goals can be met with existing facilities. The long term goal of a planetarium and Community Science Education Center at the present do not exist as a facility and would naturally require special funding.

The primary equipment needs to satisfy the short to medium range goals are telescopes, CCD electronic cameras, computers for image processing and computer-aided instruction, optical accessories, and classroom demonstration equipment. There is no currently existing equipment budget to acquire these items. However, they do not need to be purchased all at once and any of the above named would improve the effective delivery of the current program. Further, these items can last for many years so the effect of even a small, but steady, equipment budget can cause dramatic cumulative improvement over the years.

The primary equipment foreseen at the present time to meet the long term objectives of a Planetarium and Community Science Education Center would be:

1. A building with room for expansion over the decades.
2. A special domed, in-the-round Planetarium theater, with a 100-1,000 seat capacity. Such a theater could not only be used for school and public planetarium presentations but would also be ideal as a video conferencing center and laboratory for multimedia classroom technology exploration. Lastly, such a center could be rented out to local businesses as an alternative to them constructing their own center or for local entertainment activities. The revenues would go to the Astronomy program, the Math/Science Division, the school general fund and to provide on-the-job training for students in communications and theater arts.
3. A collection of affordable, low-end, research telescopes and support accessories dedicated for public and school use. The telescopes should be of all the standard types: refracting/planetary, reflecting/stellar-deepsky, solar, radio, wide field cometary/meteor, cosmic ray, etc. The school telescopes should also be of sufficient quality, however, that they could be used by students for legitimate, low grade research that could lead to publication in small specialized journals. There is much work of this type that needs to be done that professional observatories simply don't have the time to pursue. Additionally, the probability for NSF grants and collaborative projects with four-year institutions is significantly enhanced with these capabilities.
4. Equipment for a school/public science museum. Envisioned is something similar to the Exploratorium in San Francisco where K-12 and especially college students "play" with exhibits that demonstrate phenomena in optics, mechanics, electromagnetics, thermodynamics, hydro/aerodynamics and more. These need not be expensive and many of them could be built as student projects over the years or by members of the local community, especially by retired senior citizens who have the time and knowledge. The educational value of these exhibits is priceless as many of our students don't have the opportunity to explore the world physically. They lose out on the chance to develop an "intuitive feel" for how nature works and this is the primary reason why they find it difficult to correlate concepts presented to them in class with wider range of phenomena.
5. One large telescope that would be the centerpiece of the telescope collection. As this would be expensive it would probably have to be done in conjunction with a grant. Again, such a grant is much more easily obtained if a health, sustainable, program is already in place.

Fiscal Requirements to Meet This Program Goal

The short range goals of additional courses would require no additional monies.

The medium range objectives would require monies for an additional full-time faculty and purchase of equipment of which there is currently very little. For some of the equipment items, monies may be currently in the budget. Cost estimates for major equipment purchases would be:

- a. 8-inch automated telescope \$4,000
- b. CCD electronic imaging camera \$4,000
- c. 486 or higher level computer \$3,000
- d. Optical accessories (eyepieces, filters, etc.) \$1,500
- e. Maintenance, educational software, misc. \$1,500

Items a-d would be one-time costs as these items should last many years; item e would be part of a regular yearly equipment budget.

For the long range objectives the costs would depend upon the level of commitment. Clearly the current budget would not allow all of the program, however, perhaps in combination with external grants and one-time purchase funds, much of what is envisioned could be done. The biggest budget items would be the building, planetarium projectors, one large telescope, a collection of small telescopes, and science exhibits. It would be recommended that the building be designed so that it could be constructed in stages so that the costs could be spread out over many years. This would allow for the development of a facility that would be far superior to what might have to be settled for in a one-time purchase and allows for the possibility of new technological innovations. Perhaps such a design would even allow students in the vocational trades to construct some of the easier parts.

A very rough estimate of these costs are listed as follows:

- a. Planetarium and/or Community Science Center...\$0.1-3 million
- b. Planetarium/multimedia projection system...\$0.1-1.0 million
- c. Large research grade telescope and support optics...\$20-200 thousand
- d. Collection of small, low research-grade telescopes...\$20-200 thousand
- e. Science exhibits...\$20-200 thousand
- f. Maintenance...\$20-50 thousand
- g. Long range, sustained, high-quality equipment budget...\$20-50 thousand

Meeting the College's Vision

Superintendent-President Van Hook, in "Vision for the year 2000," states at least five visions which support the concept of focused, sustainable, high-quality education at College of the Canyons. They are:

1. Although College of the Canyons will not offer all academic and professional (vocational) programs, those we choose to offer will be the best.
2. Community college leaders will recognize College of the Canyons as one of the leading

technical/community colleges in the State.

3. Faculty and staff at College of the Canyons will be sought out as advisors to assist other two-year colleges in curriculum development and technical assistance to improve their teaching/learning processes.

4. High technology industries will find the Santa Clarita Valley attractive because of the resource that College of the Canyons represents.

5. Economic growth in the Santa Clarita Valley will be enhanced by the educational contributions of College of the Canyons.

The program outlined in this Program Plan Form with regard to Astronomy in particular and Science in general is an ideal vehicle to achieve these visions.

As stated in the President's visions, the programs that are to be offered are to be the best. They are to do so in such a way as to be recognized for their high quality, attractiveness to **high technology** industries and to enhance the economic growth of the Santa Clarita Valley. Clearly, what other academic program could be more attractive to a high technology company than a first-class Science program in the local neighborhood? And since these companies also clearly enhance the economic growth of the Santa Clarita Valley, a strong Science program satisfies both these visions. But a first-class Science program needs to be in place to begin with before these companies will respond to its existence. And, a program is recognized as first-class by earning the respect of its peers. This is completely consistent with visions b and c stated above. Thus, the first task of the college is to develop such recognition and respect. This can only be achieved by a, perhaps slow, but steady sustained commitment towards excellence.

Indeed, what academic area will be more recognized than the advancement of Science in the year 2000 and which scientific discipline can lay claim to greater vision than Astronomy.

Specific Activities in Support of Goal

The activities are outlined under Program Goal #1.

Personnel and Staffing Requirements to Meet This Program Goal

As stated in Program Goal #1 any realistic program development that could approach the vision of the President would require the attention of a full-time faculty member.

Facilities/Equipment Requirements to Meet This Program Goal

See above.

Fiscal Requirements to Meet This Program Goal

See above.

Professional development needs (e.g., training, renewal, conferences)

None needed for short or medium term objectives. For long term objectives there would be a need to consult with other planetaria and science museums.

Data and Information needs to stay current and aware of trends

Short and medium term objectives require no new data. For long term objectives national educational and technological databases may need to be referenced.

Technology needs for instructional delivery, program and professional development

At a minimum the school should acquire some automated telescopes, electronic cameras and imaging software. See section 2 (Program Goal #1) for more details.

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Educational Master Plan

1996 - 2001

BIOLOGICAL SCIENCES

Mathematics & Sciences Division

Program EMP Team Members:

Don Takeda

Betty Rose

Susan Crowther

Cynthia Robinson

Janet Cetrone

Description of Combined, Overall Key Goals for Program

The Biological Sciences Program has been successful in providing quality science education and an effective academic core curriculum to meet the varied needs of a steadily increasing student population.

To meet the future needs of a rapidly changing demographic picture in the Santa Clarita Valley, the changing technological demands in instructional delivery systems, technological advancements in equipment for the laboratories, and the accelerated content changes which occur in the discipline; the biological sciences program must acknowledge the following key goals: (1) increase currency of technological innovations in both the lecture and laboratory environments and hire/train personnel to the necessary competency levels to effectively utilize the new technologies, and (2) diversify curriculum by increasing course offerings and equipping additional physical facilities to provide the availability and number of selections to meet the needs and interests of the student population.

These goals will ensure: successful preparation and access for transfer to four-year institutions for biology majors, successful preparation for professional programs in the health and allied health fields, degree-certificate provisions for joining the academic-technical workforce in industry, retaining as possible career changes which may occur in the population, and a general understanding of the principles in the sciences for an educated society.

Program Goal #1:

To increase the currency of technological innovations in the lecture and laboratory settings.

Short Term Objectives for this goal (1996-1998)

1. Instruct staff on the use of L-105 as a multi-media lecture hall.

2. Assess the needs in continued upgrading of L-105 to a "smart" classroom.
3. Pursue the connection of the science building for electronic communication capabilities.
4. Begin a needs assessment for equipping a biotechnology laboratory.

Medium Term Objectives for this goal (1998-2000)

1. Pursue funding for computer assisted instruction in the laboratories - hardware and software requirements.
2. Ensure the remodeling of L-201 into a technologically adequate biotechnology laboratory.
3. Ensure the remodeling of L-211 and adjoining offices into a computer laboratory facility.

Long Term Objectives for this goal (2001 and beyond)

1. Establish the lecture hall (L-105), associated biology classrooms, and laboratories as full-response multi-media/communication facilities.
2. Provide a fully functional computer laboratory for complete exercise simulations and tutorials.
3. Provide state-of-the-art technology for existing and additional laboratories.
4. Provide distance teaching/learning capabilities.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Inform new full-time or adjunct biology faculty on the types of software and equipment available for their presentation in the classrooms and laboratories.
2. Instruct teaching and support personnel on the usage of the equipment, as necessary.
3. Provide technical support to answer questions.

Assuming reasonable and new sufficient funding

1. Conduct inservice training sessions on the use of the various instruments.
2. Conduct a needs assessment in materials and software to utilize the multi-media equipment effectively.
3. Survey the departmental faculty and staff to determine usage and maintenance of the equipment in the classrooms and laboratories.
4. Survey external sources - high schools, community colleges, four-year colleges and universities, and industry - and department staff to determine the most cost-effective equipment.

Personnel and Staffing Requirements to Meet This Program Goal

1. The lead faculty or designated faculty member of the department will require a minimum of 40% reassigned time - not currently in the budget/additional funding is required.

2. An additional 50% instructional laboratory technician will be necessary - not currently in the budget/additional funding is required.

Facilities/Equipment Requirements to Meet This Program Goal

1. L-105 is operational, but is in need of an upgrade projection system - not currently in the budget.
2. Facility remodel projects are in the planning stages and are contingent on State funding - not in the current budget.
3. Laboratory computers have been proposed in a NSF Improvement of Laboratory Instruction grant submitted in November, 1995 - not currently in the budget/additional funding will be necessary if the grant is not approved.

Fiscal Requirements to Meet This Program Goal

1. Staff activities will require staff development funding, possible substitutes and release time for attendance at seminars and workshops, approximately \$4K - not in the current budget.
2. Additional full-time faculty and instructional lab technician, approximately \$80K - not in the current budget.
3. Upgraded projection system and integrated videomicroscope will require approximately \$30K- not currently in the budget/additional funding necessary.
4. Computers and biotechnology equipment will require an investment in the range of \$500K.
5. Upkeep, maintenance, repair, and necessary replacement as an ongoing budget expenditure, approximately \$20K - not in the current budget.

Program Goal #2

To diversify curriculum by increasing course offerings and equipping additional physical facilities.

Short Term Objectives for this goal (1996-1998)

1. Increase summer session offerings.
2. Increase the number of classes in the late afternoon hours and evenings.
3. Plan for a biotechnology certificate program in conjunction with the Tech-Prep program.
4. Evaluate the needs and possibilities of an environmental & occupational health program.
5. Evaluate the possibilities of seminar oriented courses, field related courses, economy related courses, and interdisciplinary natural history courses.

Medium Term Objectives for this goal (1998-2000)

1. Initiate biotechnology coursework to coincide with the remodeled lab facility

(L-201).

2. Introduce a public health microbiology course.
3. Evaluate a need for short term courses, i.e., intersession.

Long Term Objectives for this goal (2001 and beyond)

1. Provide a comprehensive listing of courses.
2. Provide a certificate program in biotechnology.
3. Provide internships with associated industry.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Request input from the departmental staff - compile and list suggested courses.
2. Compile accompanying equipment, supply, personnel, and facilities requirements for the suggested courses.
3. Discuss feasibility and impact on the workload of the existing staff.

Assuming reasonable and new sufficient funding

1. Research the community college system for similar existing programs.
2. Survey and visit various community colleges as to the needs of starting and maintaining a successful program.
3. Write the necessary curriculum to initiate and implement the courses and programs.

Personnel and Staffing Requirements to Meet This Program Goal

1. The lead faculty or designated departmental member will require 40% reassigned time - not currently in the budget/additional funding necessary.
2. An additional 50% instructional laboratory technician will be necessary - not currently in the budget/additional funding necessary.

Facilities/Equipment Requirements to Meet This Program Goal

1. The remodel of L-201 into a biotechnology laboratory is contingent on State funds - not currently in the budget/additional funding necessary.
2. Additional equipment to augment existing facilities, \$200K - not in the current budget, possibly may be met with the proposed NSF grant submitted in November, 1995 - otherwise additional funding will be necessary.

Fiscal Requirements to Meet This Program Goal

1. Additional \$500K for equipment - not currently funded in the budget.
2. Additional personnel impact, \$80K - not currently funded in the budget.

Meeting the College's Vision

Implementation of these goals in the biological sciences will meet all of the College's Vision and Focus guidelines for program planning, i.e., currency, effectiveness, diversity, and assessment.

Activities in Support of Each Vision Goal Statement.

1. Currency - the addition of the latest technology will enable the students to maintain a successful, competitive competency in the biological sciences as they transfer to four-year institutions or move into the workforce.
2. Effectiveness - the instruction in the use of the latest equipment will enable the students better job skills and placement into related jobs, a necessity in an academic-technical job in biotechnology; the use of technology in the presentation, if used correctly, will encourage students to upgrade their skills, often at their own pace, and will allow for greater retention of students in the program.
3. Diversity - the application of the new technologies in presentation, learning, and hands-on building of skills, will provide the teaching/learning methodologies and classes to augment the existing core curriculum to meet the needs of a diverse student population.
4. Assessment - with the capabilities and resources of the Institutional Research Office and the newly hired Dean of Occupational Programs and Computing, the assessment and evaluation of the introduced technologies in achieving the institutional needs should be met.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. One or one and a half additional full-time faculty member.
2. One additional full-time Instructional Laboratory Technician.
3. Increase in the existing annual departmental budget to be effective - approximately \$45K for supplies, equipment replacement and maintenance within five years.

Professional Development Requirements

1. Funding for attendance at workshops, seminars, inservice training, societal meetings.
2. Funding to travel to various institutions and industry to survey needs.
3. Adequate time & assistance to prepare/write a comprehensive curriculum.

Professional development needs (e.g., training, renewal, conferences)

1. Attendance at professional workshops on the latest technologies involved in the classroom.
2. Seminars on the latest discoveries and innovations in the biological sciences, as well as, instructional techniques and methods.
3. Provisions for consultants and inservice training.
4. Support for staff development, sabbaticals, substitutes, and release time.

Data and Information needs to stay current and aware of trends

1. Acquisition of professional journals and periodicals.

2. Attendance at professional meetings and conferences.
3. Electronic information exchange capabilities, e-mail.
4. Internet access and information.
5. Demographic statistics of the community/student population and industry base as changes occur.
6. Provisions for consultants and technical support.

Technology needs for instructional delivery, program and prof. dev.

1. Equipment and supplies necessary to provide a biotechnology curriculum, i.e., electrophoresis units, PCR thermocyclers, laminar flow hoods, UV viewers, etc.
2. Training sessions/workshops in the use and maintenance of the equipment.
3. Multi-media equipment: computers, regular and videomicroscope projection systems, CD-ROM and video laserdisc players, recordable/rewritable optical disks, scanners, and digital tape.
4. Multi-media instruction with the equipment for efficient and effective hardware and software use.
5. Instructional & training workshops with equipment for hands-on experience.

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Educational Master Plan

1996 - 2001

CHEMISTRY

Mathematics & Sciences Division

Program EMP Team Members:

Erik Eriksson

Description of Combined, Overall Key Goals for Program

Utilizing state of the art equipment and modern facilities, it is our goal to offer a comprehensive program in chemistry satisfying both the needs of the local community and the special demands of students transferring to institutions of higher learning.

Program Goal #1:

To offer a comprehensive program in chemistry meeting the needs of the local community and giving transfer students a solid foundation for further studies.

Short Term Objectives for this goal (1996-1998)

Ensure that sufficient funding is available to maintain the high standard of the current program in chemistry.

Medium Term Objectives for this goal (1998-2000)

After the addition of two new chemistry laboratories on the third floor of the L-Building and the remodeling of the third floor of the I-Building to provide new, large classrooms and a computer lab, we will be able to expand the current chemistry curriculum by offering more sections of the existing courses and adding new classes to satisfy transfer requirements or special demands by the local community (such as biochemistry, distance learning and chemistry technology classes).

Long Term Objectives for this goal (2001 and beyond)

Students having completed our classes will be able to transfer to institutions of higher learning fully prepared or enter the workforce equipped with the necessary technical skills.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Undertake a systematic review of the current curriculum in chemistry to ensure the appropriateness of each course as it relates to general education requirements or

transferability to UC and CSU institutions.

2. Undertake a systematic review of the current class schedules in chemistry to ensure the most efficient use of existing facilities.

3. Examine the feasibility of using larger classrooms for lectures to classes of 40-45 students which later are broken down into smaller groups for labs and recitation.

Assuming reasonable and new sufficient funding

4. Assuming that two additional laboratories will be in operation from the start of the 1998/99 school year, expand the current chemistry program as follows: Please see Table I and Table II below.

a. Add

Chemistry 110 Introductory Chemistry

Chemistry 120 Consumer Chemistry

Chemistry 130 Chemistry via the Internet

b. Offer additional courses of

Chemistry 151 Preparatory General Chemistry

Chemistry 201 General Chemistry I

Chemistry 202 General Chemistry II

Chemistry 221 Quantitative Analysis

Chemistry 235 Organic Chemistry for non-science majors

Chemistry 255 Organic Chemistry I

Chemistry 256 Organic Chemistry II

Table 1. Chemistry Program in existing facilities

	Fall95	Spr96	Fall96	Spr97	Fall97	Spr98
Chem 151	3	3	3	3	3	4
Chem 201	3	2	3	2	3	2
Chem 202	1	2	1	2	2	2
Chem 221				1		1
Chem 255	1		1		2	
Chem 256		1		1		2
# courses offered	8	8	8	8	10	11

Table 2. Chemistry Program in expanded facilities starting Fall 1998

	Fall98	Spr99	Fall99	Spr00	Fall00	Spr01	Fall01	Spr02
Chem 151	4	4	4	4	4	4	4	4
Chem 201	3	3	3	3	3	3	3	3
Chem 202	2	3	3	3	3	3	3	3
Chem 221		1		1		1		1
Chem 255	2	1	2	1	2	1	2	1
Chem 256		2	1	2	1	2	1	2
Chem 110	1		1		2	2	2	2
Chem 235	1		1		1		1	
Chem 120					1	1	1	1
Chem 130					1	1	1	1
# of courses offered	13	14	15	14	18	18	18	18

2. Provide a library of CD-ROM disks of tutorial programs for faculty, staff and students.
3. Faculty will attend conferences and workshops in order to stay current with developments in their field.
4. Staff will attend seminars and workshops in chemical waste storage and disposal in order to keep abreast of current practices and state regulations.
5. Employ students as instructional college assistants.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1-3 require no additional staffing or additional courses.
2. Activity 4 will require the hiring of one additional adjunct faculty for the 1997/98 school year. After the addition of the new lab facilities in 1998, there is an urgent need for one additional full-time faculty as well as 2 more adjunct faculty and a full-time lab technician.
3. Activities 5 - 8 require no additional staffing or additional courses.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activities 1-3 require no additional facilities or equipment.
2. Activity 4 requires extensive equipment for the two new laboratories. Most of the existing equipment

is 10-20 years old and needs to be replaced. In addition to fixtures and standard lab equipment such as hot plates, burners, glassware, centrifuges, refrigerators and waste storage facilities, there is a need for:

Balances pH meters

Magnetic stirrers Organic chemistry kits

Spectrophotometers HPLC Chromatography equipment

Computers Gas Chromatography equipment

CD-ROM drives Scanner

Printers Software

3. Activity 5 requires CD-ROM drives and software.
4. Activity 6 requires 2 days release time each year for each full-time faculty.
5. Activity 7 requires funding for attendance of chemical safety workshops.
6. Activity 8 requires additional funding for instructional college assistants.

Fiscal Requirements to Meet This Program Goal

1. Activities 1-3 require no additional funds.

2. Activity 4 requires funding for:

1. Hiring of one adjunct faculty for the 1997/98 school year

Cost: 34 weeks x 6hrs/wk x \$35 /hr = \$7,140/yr

2. Hiring of one full-time instructor for January 1999 = \$40,000/yr

3. Hiring of two additional adjunct faculty for the 1998/99 school year = \$14,280/yr

4. Hiring of a full-time lab technician no later than January 1999 = \$30,000/yr

5. New equipment costs:

Balances \$3,000

Magnetic stirrers/hotplates \$6,000

Spectrophotometers \$30,000

Computers \$20,000

Scanner \$1,000

CD-ROM drives \$800

Printers \$2,000

pH meters \$10,000

Organic chemistry kits \$6,000

HPLC Chromatography equipment \$10,000

Gas Chromatography equipment \$5,000

Glassware, chemicals, supplies \$20,000

Explosion proof refrigerator \$2,000

Storage facilities for hazardous chemicals \$3,000

- Activity 5 will require an on-going funding of approximately \$1,000/yr
- Activity 6 will require payments to substitutes and reimbursements for travel and conference attendance \$1,000/yr
- Activity 7 will require funding for workshop attendance \$200/yr
- Activity 8 will require an annual budget of \$1,000/yr

Program Goal #2:

To offer chemistry students a positive learning experience by providing state of the art equipment and well equipped, modern facilities.

Short Term Objectives for this goal (1996-1998)

Incorporate modern technology in the chemistry curriculum. Require that every student be computer literate when he leaves COC.

Medium Term Objectives for this goal (1998-2000)

Equip the two new laboratories with modern equipment to better serve the chemistry students facing the challenge of 21st century technology. Incorporate the technology of the rapidly expanding Internet network into the current chemistry program to provide students with a global classroom rich in research opportunities.

Long Term Objectives for this goal (2001 and beyond)

Ensure that the department receives its fair share of funding to face the demands of the next century.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Revise the schedule of chemistry classes to take better advantage of the existing technology on campus. Schedule more classes in the computer labs on the second floor of the I-Building. Explore the possibility of using the lecture hall in L-105 for double session lecture classes.
2. Incorporate multimedia technology in the classroom to take advantage of the options offered by most textbook companies. As the cost of multimedia products come down, require the students to buy the CD-ROM programs accompanying the textbooks.

3. Provide opportunities for students of chemistry to learn word processing, spreadsheet calculations and graphing of scientific data.

Assuming reasonable and new sufficient funding

4. Create a 24 station computer lab (plus instructor's station) when the third floor of the I-Building is remodeled in 1997/98. Connect all computers to a CD-ROM server and also to the Internet. Subscribe to online search programs to access databases in chemistry. Students in the more advanced courses (Chem 202 and beyond) will be able to do research projects impossible before the arrival of today's technology:

- a. The instructor would give each team of students an assignment which could be a theoretical problem or a synthesis.

- b. The teams, under the instructor's guidance, would go to the computer lab, use the online search programs to find different procedures, then do a cost analysis by connecting to the chemistry stockroom and outside vendors to plan the experiment. After obtaining the instructor's approval, the teams would then design the experiment, carry out the procedures and hopefully be able to publish the results.

5. Equip the two new laboratories planned for the 1998/99 school year with modern and educationally sound instrumentation and technology. Provide Internet and campuswide network connections. Use bar code technology for inventory of all equipment and supplies. Please see Goal #1, Activity 4.

Personnel and Staffing Requirements to Meet This Program Goal

- Activities 1-5 require no additional personnel or staff

Facilities/Equipment Requirements to Meet This Program Goal

- Activity 1 requires more intense use of already existing facilities and equipment
- Activity 2 requires the purchase of 12 external CD-Rom drives to be connected to existing computers. Require internal CD-ROM drives in all new computers. (Additional funding is needed).
- Activity 3 requires no additional facilities or equipment.
- Activity 4 requires the use of the new computer lab that is planned for the third floor of the I-Building. The lab needs to be planned in such a way that it can be used by all math-science classes. (Additional funding is needed).
- Activity 5 requires the use of the two new laboratories that are part of the remodeling project for the third floor of the L-Building. Equipment needs have already been covered in Goal #1, Activity 4. (Additional funding is needed).

Fiscal Requirements to Meet This Program Goal

- Activity 1 requires no further funding.
- Activity 2 requires the purchase of 12 external CD-ROM drives at an estimated cost of \$4,800 (Additional funding is needed).
- Activity 3 requires funding to upgrade existing computer programs at

an annual cost of \$400

(currently in budget)

- Activity 4 requires a one-time funding for 25 computers, 2 laser printers, CD-ROM server, networking, software, subscription to chemistry database at a cost of \$125,000

(Additional funding is needed)

- Activity 4 also requires maintenance/service approximate annual cost of \$500

(Additional funding is needed).

- Activity 5 is covered in Goal #1, Activity 4.

Below is a summary of the electronic equipment:

Spectrophotometers (2) \$30,000

Computers (3) to be interfaced with instruments \$10,000

Computers (2) for faculty \$10,000

Scanner (1) \$1,000

Printers (2) \$2,000

pH meters (12) \$10,000

HPLC Chromatography equipment (1) \$10,000

Gas Chromatography equipment (1) \$5,000

Meeting the College's Vision

The program will greatly improve the quality of the chemistry program at College of the Canyons and assist the College in meeting its vision statement.

Activities in Support of Each Vision Goal Statement

- The program addresses the currency statement of the College by requiring a thorough evaluation of existing facilities and programs. Existing technology, when still deemed as beneficial to the program, will be utilized to the fullest extent in order to preserve operational funds of the institution. When new facilities are added, state of the art equipment and technology will be incorporated to ensure that the College keeps abreast of current technology. New courses in consumer chemistry and distance learning via the Internet are introduced to the community as the College's contribution to prepare more aware and better educated citizens. The program also addresses the need to do more for our most qualified students by offering them research opportunities.

- The program addresses the effectiveness of the College programs by providing the best possible environment for learning. All students enrolling in chemistry will have the benefit of knowledgeable, devoted faculty and staff and in-house assistance from instructional college assistants. Students transferring to 4-year institutions will in most cases be better prepared than students who enrolled as freshmen. Regardless of level, all students completing a class will have been exposed to a quality program geared to the success of the student.

- The program addresses the diversity issue by providing in class exposure to modern technology. Students who, for one reason or another, still do not have a personal computer at home, will have full access to a global learning environment by the availability of computers, tutorials, and Internet access. Students with disabilities preventing them from enrolling in a regular laboratory class will have ample opportunity to study science via the Internet.

- To meet the College's goal of assessment, the program has proposed Activity 1 encompassing a systematic review of the current curriculum in chemistry to ensure the appropriateness of each course as they relate to general education requirements or transferability to UC or CSU institutions.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

- The program proposes the hiring of a full-time chemistry instructor and a full-time lab technician by January 1999.

Annual cost: \$70,000

Additional adjunct faculty will be phased into the program as it expands.

Annual cost per adjunct faculty: \$7,000 -10,000/yr

- The chemistry department master plan assumes that two additional chemistry labs will be available by August 1998 and that lecture rooms and computer labs will be built on the third floor of the I-Building. Funding of new equipment is a high priority but the source of funding is still not settled.

Professional Development Requirements

Professional development needs (e.g., training, renewal, conferences)

- Annual attendance of ACS (American Chemical Society) Conference at an approximate cost of \$300-500 per faculty member.

Data and Information needs to stay current and aware of trends

- Annual attendance by lab technician at lab safety conferences at an approximate cost of \$ 200

Technology needs for instructional delivery, program and prof. dev.

- Top of the line computers (2) for the chemistry department for
multimedia development

molecular modeling

computer simulation

accessing large data bases Total cost: \$10-12,000

- Full Internet access in chemistry labs, classrooms and computer labs
- Subscription to data base search programs Cost: \$ 1,000-3,000/yr.



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Educational Master Plan

1996 - 2001

GEOGRAPHY

Mathematics & Sciences Division

Program EMP Team Members:

Winston Wutkee

Description of Combined, Overall Key Goals for Program

To continue to offer vigorous basic courses in physical and cultural geography of the highest quality possible at College of the Canyons. To underpin geography courses with state-of-the-art computer technology and other audio-visual instructional equipment. To hire one full-time geography (or geography-geology) instructor and establish a list of potential adjunct geography instructors by the fall semester of 2001.

Program Goal #1

To continue to offer vigorous basic courses in physical and cultural geography of the highest quality.

Short Term Objectives for this goal (1996-1998)

To ensure that faculty members have the tools and resources to stay current in their fields.

Medium Term Objectives for this goal (1998-2000)

To add one or two additional course offerings of either Physical and/or Cultural Geography if total student enrollments at College of the Canyons warrant it.

Long Term Objectives for this goal (2001 and beyond)

To continue to build upon the short and long term goals.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Geography faculty members will be provided with the maximum amount of necessary instructional resources within the limitation of the current supply and equipment budget.
2. Review of the lecture content, textbooks, handouts and audio-visual materials and technology for each geography course.

3. Review lower division course offerings at other community colleges of comparable size to College of the Canyons

Assuming reasonable and new sufficient funding

1. The current \$500 supply and equipment budget for the geography program will have to be significantly increased.
2. Minimally, an adjunct geography instructor will be hired.
3. Additional up-to-date, more advanced instructional and learning technology will be provided for maximum stimulation and learning value.

Personnel and Staffing Requirements to Meet This Program Goal

4. Activities #1-2 will require no additional staffing.
5. Activities #3-4 and #6 will require no additional staffing, but may require an unknown number of hours of release time (or its equivalent).
3. Activity #5 will require the hiring of an adjunct geography instructor.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activities #1-5 will require no new facilities because of existing adequate facilities and on-going re-conditioning of other existing facilities.
2. Activity #6 will provide faculty and students with state-of-the-art audio-visual equipment which would include VCR projector and screen (built-in), laser disc video player and screen, cassette tape player-recorder-speaker-amplifier system, computer with CD ROM capability, and certain other not-yet-identified equipment. New world and regional hanging wall maps will be provided to replace those of some thirty (30) years ago – pressing.

Fiscal Requirements to Meet This Program Goal

1. Staffing expense for an adjunct instructor for 58-96 hours per semester.
2. Facilities/Equipment Requirements, #2, will require an unknown new funding amount of between \$20,000 and \$40,000. (This expenditure would also cover almost all the needs in this area for the Geology Department.)

Program Goal #2

To underpin geography courses with state-of-the-art computer technology and other audio-visual instructional equipment.

Short Term Objectives for this goal (1996-1998)

To have prepared a preliminary report listing the computer hard- and software and other audio visual equipment needed for geography courses.

Medium Term Objectives for this goal (1998-2000)

To complete the report identified above, and to have purchased at least a portion of the equipment so listed.

Long Term Objectives for this goal (2001 and beyond)

To have purchased an additional portion or all of the equipment identified above.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. To undertake a systematic compilation of current equipment and technology necessary to underpin geography courses.
2. Visit a selected number of geography programs at other community colleges.

Assuming reasonable and new sufficient funding

3. New funding will be in place to have purchased some or all of the equipment between 1998 and 2001.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activity #1 will require no additional staffing.
2. Activity #2 will not require additional program staff but will require work on the part of the Learning Resource Center staff to analyze, acquire, install and maintain the technology requested.

Facilities/Equipment Requirements to Meet This Program Goal

Same as for Goal #1.

Fiscal Requirements to Meet This Program Goal

Same as for Goal #1. No additional cost involved to meet Goal #2.

Program Goal #3:

To hire one full-time geography (or geography/geology) instructor and establish a list of potential adjunct geography instructors by the fall semester of 2001.

Short Term Objectives for this goal (1996-1998)

To begin compilation of potential adjunct geography instructors.

Medium Term Objectives for this goal (1998-2000)

To have firmed-up list of potential adjunct geography instructors.

Long Term Objectives for this goal (2001 and beyond)

To have undertaken a search for full-time geography or geography-geology instructor.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Preparing advertisements for adjunct geography instructors.
2. Preparing a file of names and information.

Assuming reasonable and new sufficient funding

3. Fund and hire adjunct and/or a full-time instructor.

Personnel and Staffing Requirements to Meet This Program Goal

Hiring of one full-time instructor by the fall of 2001 semester.

Facilities/Equipment Requirements to Meet This Program Goal

No new facilities or equipment needed to meet Goal #3.

Fiscal Requirements to Meet This Program Goal

Funding of one full-time faculty position

Meeting the College's Vision

Even better currency than already exists within geography courses will be realized with the addition of numerous audio-visual formats portraying environmental and cultural settings as virtual reality, thanks to up-dated, state-of-the-art equipment. Having students involved with more hands-on, virtual reality formats will add markedly to the effectiveness of geography instruction; course content and student retention of geographical knowledge. Cultural geography, in particular, is uniquely and inherently suited to diversity and multiculturalism. In addition, the highly eclectic course content found within all geography courses is universally compelling and appealing to regular, transfer, re-training, terminal, handicapped, etc., students, as well as to life-long learners.

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

Of paramount importance is the need for geography instructors to be given greater financial compensation and release time of one kind or another to better facilitate attendance at a variety (instead of once yearly) conferences, symposia, professional workshops, extension courses (i.e., UCLA), etc., each year. Training programs should be made more available to instructors for enhancement of their performance on computers and other multi-media equipment.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



Educational Master Plan

1996 - 2001

GEOLOGY

Mathematics & Sciences Division

Program EMP Team Members:

Winston Wutkee

Description of Combined, Overall Key Goals for Program

To continue to offer vigorous basic courses in geology of the highest quality possible at College of the Canyons. To underpin geology courses with state-of-the-art computer technology and other audio-visual instructional equipment. To hire one full-time geology (or geology-geography) instructor and establish a list of potential adjunct geology instructors by the fall semester of 2001.

Program Goal #1

To continue to offer vigorous basic courses in geology of the highest quality.

Short Term Objectives for this goal (1996-1998)

To ensure that faculty members have the tools and resources to stay current in their fields.

Medium Term Objectives for this goal (1998-2000)

To add one or two additional course offerings of either physical and/or historical geology if total student enrollments at College of the Canyons warrant it.

Long Term Objectives for this goal (2001 and beyond)

To continue to build upon the short and long term goals.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Geology faculty members will be provided with the maximum amount of necessary instructional resources within the limitation of the current supply and equipment budget.
2. Review of the lecture content, textbooks, handouts and audio-visual materials and technology for each geology course.
3. Review lower division course offerings at other community colleges of comparable size to College of the Canyons

Assuming reasonable and new sufficient funding

4. The current \$1,500 supply and equipment budget for the geology program will have to be increased somewhat.
5. Minimally, an adjunct geology instructor will be hired.
6. Additional up-to-date, more advanced instructional and learning technology will be provided for maximum stimulation and learning value.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities #1-2 will require no additional staffing.
2. Activities #3-4 and #6 will require no additional staffing, but may require an unknown number of hours of release time (or its equivalent).
3. Activity #5 will require the hiring of an adjunct geology instructor.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activities #1-5 will require no new facilities because of existing adequate facilities and on-going re-conditioning of other existing facilities.
2. Activity #6 will provide faculty and students with state-of-the-art audio-visual equipment which would include VCR projector and screen (built-in), laser disc video player and screen, cassette tape player-recorder-speaker-amplifier system, computer with CD ROM capability, and certain other not-yet-identified equipment. A spectrographic analysis machine should be purchased.

Fiscal Requirements to Meet This Program Goal

1. Staffing expense for an adjunct instructor for 58-96 hours per semester.
2. Facilities/Equipment Requirements, #2, will require an unknown new funding amount of between \$20,000 and \$40,000. (This expenditure would also cover almost all the needs in this area for the Geography Department.)

Program Goal #2

To underpin geology courses with state-of-the-art computer technology and other audio-visual instructional equipment.

Short Term Objectives for this goal (1996-1998)

To have prepared a preliminary report listing the computer hard- and software and other audio visual equipment needed for geology courses.

Medium Term Objectives for this goal (1998-2000)

To complete the report identified above, and to have purchased at least a portion of the equipment so listed.

Long Term Objectives for this goal (2001 and beyond)

To have purchased an additional portion or all of the equipment identified above.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. To undertake a systematic compilation of current equipment and technology necessary to underpin geology courses.
2. Visit a selected number of geology programs at other community colleges.

Assuming reasonable and new sufficient funding

3. New funding will be in place to have purchased some or all of the equipment between 1998 and 2001.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activity #1 will require no additional staffing.
2. Activity #2 will not require additional program staff but will require work on the part of the Learning Resource Center staff to analyze, acquire, install and maintain the technology requested.

Facilities/Equipment Requirements to Meet This Program Goal

Same as for Goal #1.

Fiscal Requirements to Meet This Program Goal

Same as for Goal #1. No additional cost involved to meet Goal #2.

Program Goal #3:

To hire one full-time geology (or geology/geography) instructor and establish a list of potential adjunct geology instructors by the fall semester of 2001.

Short Term Objectives for this goal (1996-1998)

To begin compilation of potential adjunct geology instructors.

Medium Term Objectives for this goal (1998-2000)

To have firmed-up list of potential adjunct geology instructors.

Long Term Objectives for this goal (2001 and beyond)

To have undertaken a search for a full-time geology (or geology-geography) instructor.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Preparing advertisements for adjunct geology instructors.
2. Preparing a file of names and information.

Assuming reasonable and new sufficient funding

3. Fund and hire adjunct and/or a full-time instructor.

Personnel and Staffing Requirements to Meet This Program Goal

Hiring of one full-time instructor by the fall of 2001 semester.

Facilities/Equipment Requirements to Meet This Program Goal

No new facilities or equipment needed to meet Goal #3.

Fiscal Requirements to Meet This Program Goal

Funding of one full-time faculty position

Meeting the College's Vision

Even better currency than already exists within geology courses will be realized with the addition of numerous audio-visual formats portraying environmental settings as virtual reality, thanks to up-dated, state-of-the-art equipment. Having students involved with more hands-on, virtual reality formats will add markedly to the effectiveness of geology instruction; course content and student retention of geological knowledge. The highly eclectic course content found within all geology courses is universally compelling and appealing to regular, transfer, re-training, terminal, handicapped, etc., students, as well as to life-long learners. The role of multiculturalism and diversity poses a particular challenge for geology (as well as for other impersonal sciences); and it should be continually addressed during each of the up-coming years through 2001.

Activities in Support of Each Vision Goal Statement

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

Of paramount importance is the need for geology instructors to be given greater financial compensation and release time of one kind or another to better facilitate attendance at a variety (instead of once yearly) conferences, symposia, professional workshops, extension courses (i.e., UCLA), etc., each year. Training programs should be made more available to instructors for enhancement of their performance on computers and other multi-media equipment.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



Educational Master Plan

1996 - 2001

HEALTH SCIENCE

Mathematics & Sciences Division

(A report has not been submitted for this program.)



Educational Master Plan Table of Contents



Educational Master Plan

1996 - 2001

MATHEMATICS

Mathematics & Sciences Division

Program EMP Team Members

Bob Patenaude

Cherie Choate

Lee Corbin

Marlene Demerjian

Joe Gerda

Tom Lawrence

Dennis Morrow

Sidney Shanks

Bob Tolar

Linda Trexel

Description of Combined, Overall Key Goals for Program

The two key goals of the mathematics program at College of the Canyons are to continue to serve a student clientele with diverse preparations, needs and goals by the design of high-quality courses; and to discern the appropriate use of technology and then to incorporate it into the program, both within and outside the classroom. The department will continue to work with the counseling staff to place students in courses appropriate to their preparation and their need, and to guide the students afterwards. It will introduce the use of graphing calculators and computers in a manner consistent with fundamental educational goals. It will provide opportunities periodically for professional development of the faculty. It will monitor findings in mathematical pedagogy, and requests from prospective employers, and so alter courses, or possibly create new ones, to improve the learning, enjoyment and utilization of mathematics.

Program Goal #1

Continue to offer mathematics courses of high quality.

Short Term Objectives for this goal (1996-1998)

1. Improve the process of placing students in the courses appropriate to their preparation, needs and goals.
2. Survey national trends in teaching and in workplace needs.
3. Improve audio-visual holdings.
4. Improve library holdings.

Medium Term Objectives for this goal (1998-2000)

Promote faculty development.

Long Term Objectives for this goal (2001 and beyond)

1. Reduce the need for adjunct instruction.
2. Develop an engineering program.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Enforce the geometry prerequisite for trigonometry.
2. Monitor findings in mathematical pedagogy, and requests from prospective employers, with an eye towards altering existing courses, or creating new ones.
3. Purchase instructional videotapes (or other appropriate audio-visual materials) for most topics through intermediate algebra, and provide students with a guide to them.
4. Acquire books, especially biographies and other works accessible to students, and pedagogical works for faculty.

Assuming reasonable and new sufficient funding

5. Invite scholars, and groups of employers knowledgeable in how mathematics is used in the workplace, to address the mathematics faculty on changes needed in content or style, including the use of computers.
6. Invite speakers to the campus to address the mathematics faculty, and interested students, on insights into mathematics and its instruction.
7. Hire new full-time mathematics faculty members.
8. Hire one or more faculty members to develop and offer an engineering program.

Personnel and Staffing Requirements to Meet This Program Goal. Identify if currently in budget, or additional required, or both.

1. Activities 5 and 6 would require some compensation, perhaps some released time for one semester, or additional pay, to set up the program. Additionally required.
2. Activities 7 and 8, hiring new full-time mathematics and engineering faculty members would require

the corresponding number of permanent full-time positions. Additional required.

Facilities/Equipment Requirements to Meet This Goal. Identify if currently in budget, or additionally required, or both.

1. Activities 5 and 6 would require modest use of meeting spaces. Additionally required.
2. Activities 7 and 8 would require expanded office and classroom space for new faculty members. Additionally required.

Fiscal Requirements to Meet This Program Goal. Identify is current in budget, or additionally required, or both.

1. Re: Activities 3 and 4 - Several thousand dollars would be required to bring the library and audio-visual holdings up-to-date. Some in budget; some additionally required.
2. Re: Activities 5 and 6 - Several thousand dollars per year would be required to bring on campus the appropriate scholars to discuss pedagogy and mathematics. Modest compensation would be required for employers. Both additionally required.

Program Goal #2

Discern the appropriate role of technology in the mathematics program, and then incorporate technology into the program, both within and outside of the classroom.

Short Term Objectives for this goal (1996-1998)

Determine the manner and speed of introducing graphing calculators into the classroom. Systematically introduce graphing calculator use for appropriate topics and courses.

Medium Term Objectives for this goal (1998-2000)

1. Train all full-time members of appropriate graphing calculator use in all courses.
2. Train all adjunct faculty in this same use.
3. Explore the feasibility of localizing the mathematics faculty, instruction, tutoring and computer use into a Mathematics Center.
4. Create at least one fully computerized classroom.

Long Term Objectives for this goal (2001 and beyond)

1. Provide for spontaneous computer demonstrations by all mathematics instructors.
2. Establish a Mathematics Center (see Medium Term Goal #3).

Specific Activities in Support of This Goal

Assuming current budget realities

1. Introduce graphing-calculator use in all college algebra sections during Fall 1996. (Underway).
2. Introduce their use in other courses, or topics within courses, in later semesters, using experience as a guide.

Assuming reasonable and sufficient new funding

1. Purchase a computer and two television sets as monitors for each classroom primarily used for teaching mathematics, mount the sets and secure the computer.
2. Create at least one fully computerized classroom with 40 student terminals and facilities for instructor demonstrations.
3. Upgrade existing computers for full-time mathematics instructors; connect them (at a minimum) to each other and to Reprographics.

Personnel and Staffing Requirements to Meet This Program Goal

1. The installation of upgraded computers in faculty offices would require some one-time staff effort. The fully computerized classroom would require sustained staff support.
2. The creation of a Mathematics Center would require a substantial initial outlay, and reasonable ongoing support.

Facilities/Equipment Requirements to Meet This Program Goal

1. Graphing calculators for each faculty member, including some for adjunct faculty.
2. Computers and television monitors for classrooms; upgraded computers for each faculty member.
3. Substantial space to locate all activities into a Mathematics Center, in particular space to view audiovisual materials.

Fiscal Requirements to Meet This Program Goal

1. Graphing calculators for full-time and some adjunct faculty, and the classroom projection equipment to support them, would cost approximately \$4,000. Additionally required.
2. Computers and display monitors for the classrooms would cost approximately \$15,000. Additionally required.
3. Upgraded computers for the faculty would cost approximately \$25,000. Additional required.
4. Creating a Mathematics Center would cost a substantial but undetermined amount. Additionally required.

Meeting the College's Vision

Activities in Support of Each Vision Goal Statement

The mathematics department will remain current in technology by introducing scientific calculators, graphing calculators and computers systematically into instruction, over time, with attention paid to fundamental educational goals. With the help of the counseling staff, it will continue to monitor why students take courses and what they need in those courses. It will periodically meet with knowledgeable employers to learn what mathematics workers actually use, and find ways to incorporate the findings into existing or new courses. The department will remain abreast of current developments in mathematics and especially in its pedagogy, by periodically arranging for speakers.

Retention and transfer should be improved by bringing placement into full effect, in particular by enforcing the geometry prerequisite for trigonometry. The department will periodically meet with representative of four-year institutions to maintain articulation. Students who learn by unconventional means would be helped by the acquisition of better audio-visual holdings, and a guide to them.

Personnel, Facilities, Fiscal, Data and Programmatic Requirements Needed to Meet the College's Vision

These are found in their places earlier in the document.

Professional Development Requirements

Professional Development Needs (e.g., training, renewal, conferences)

See Goal 1, Activity 5 for on-campus conferences and presentations.

Data and Information Needs to Stay Current and Aware of Trends

See Goal 1, Activities 3 and 4 for new audio-visual and library materials.



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Educational Master Plan

1996 - 2001

LVN

Mathematics & Sciences Division

Program EMP Team Members:

Betty Lewis

Kathie Welch

Katherine Courtemarche

Description of Combined, Overall Key Goals for Program

The overall key goals for the Vocational Nursing Program are to obtain district funding and to expand the program to accommodate 30 students.

Program Goal #1:

To obtain district funding for the Vocational Nursing Program.

Short Term Objectives for this goal (1996-1998)

1. Identify dwindling financial resources from soft funding.
2. Define the increasing need for the LVN in the community.
3. Review source of funds by other community colleges for their LVN programs.

Medium Term Objectives for this goal (1998-2000)

Obtain district funding by the start of the fall 1998, semester.

Long Term Objectives for this goal (2001 and beyond)

Maintain district funding.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Meet with foundation staff to search for moneys to continue program until district funds are obtained/available.

2. Assess number of applicants to each program vs available seats (1996 - class there were 119 applicants for 15 seats).

3. Research employment opportunities for graduates.

Assuming reasonable and new sufficient funding

4. When growth funds are available to the district, identify the LVN program as a priority to become district funded.

Personnel and Staffing Requirements to Meet This Program Goal

To meet program goal, salary for one full time faculty to be moved to district budget from foundation fund.

Facilities/Equipment Requirements to Meet This Program Goal

None needed.

Fiscal Requirements to Meet This Program Goal

Budget - \$75,000 per year (moved to district funds)

Program Goal #2

To expand the LVN program to accommodate 30 students every two year.

Short Term Objectives for this goal (1996-1998)

1. To determine number of students refused entry into the LVN program because of limited access.
2. To obtain acceptance from Board of Vocational Nursing for expanded program.
3. To identify funding source for one additional adjunct faculty.

Medium Term Objectives for this goal (1998-2000)

1. To review curriculum and clinical experience objectives.
2. To obtain additional clinical sites for clinical experience as needed.
3. To ensure faculty has tools and resources to provide quality instruction for all students.
4. To begin class entering in 2000 with 30 students.

Long Term Objectives for this goal (2001 and beyond)

1. To review program and assess for need of further expansion.
2. To maintain high educational standards.
3. To maintain licensure exam pass rate of 100%.

Specific Activities in Support of Goal #2

Assuming current budget realities

None, assuming current budget.

Assuming reasonable and new sufficient funding

One additional adjunct faculty member

Personnel and Staffing Requirements to Meet This Program Goal

One additional part-time faculty member (approximately \$12,000)

Facilities/Equipment Requirements to Meet This Program Goal

Larger nursing lab currently being planned in existing T-Building. Eventual move to free standing Allied Health Building.

Fiscal Requirements to Meet This Program Goal

Not in current budget.

Meeting the College's Vision

The Licensed Vocational Nursing Program meets the college vision in that it is a quality program accredited by the Board of Vocational Nursing. In 1989, responding to the needs of the community, the faculty created a unique part-time Vocational Nursing Program designed for the student who must work full time or who has child-care needs. This program effectively retains students and assists with placing them into jobs.

Activities in Support of Each Vision Goal Statement.

1. The students acquire the knowledge and skills to enter and advance in the workplace.
2. The students make substantial contributions to society as educated persons, skilled professionals and thoughtful citizens.
3. The students benefit from the nursing program by facilitating the enrichment of community life and increasing the health and well being of all citizens.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

To better meet the College Vision, objectives described in Goal #1 must be met.

Professional Development Requirements

Currently, the nursing department does not have a budget for conferences. The Nursing Program Director and Vice President of Instruction are currently looking for money for this budget item. Nursing faculty must go to conferences and nursing education classes and seminars to keep current professionally and to maintain their RN license.

Professional development needs (e.g., training, renewal, conferences)

Nursing professional workshops, seminars, etc. are available constantly and nursing faculty at College of the Canyons must have funding to avail themselves of these opportunities.

Data and Information needs to stay current and aware of trends

1. Nursing journals and current literature related to the field of nursing is maintained by faculty.
2. Faculty attend professional workshops, conferences and seminars.

Technology needs for instructional delivery, program and prof. dev.

1. Computer assisted instruction as a resource for students.
2. Current computers and computer programs for use by nursing faculty.
3. Lap-top computers for use by nursing faculty.

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Educational Master Plan

1996 - 2001

NURSE ASSISTANT TRAINING

Mathematics & Sciences Division

Program EMP Team Members

Betty Lewis

Kathie Welch

Claudette Rockwell

Description of Combined, Overall Key Goals for Program

The overall key goal for this program is to expand the program by offering it every semester and by adding a Home Health Aide component. With current health care changes in mind, nursing faculty our teaching/learning interactions with students to meet the needs of current consumers of health care.

Program Goal #1:

To expand the nurse assistant training program by adding another class for spring semester.

Short Term Objectives for this goal (1996-1998)

Determine cost, community support for and number of students turned away because of full class.

Medium Term Objectives for this goal (1998-2000)

1. Apply for approval from Department of Health Services and curriculum committee.
2. Apply for financing of the extended program.
3. Ensure that the course reflects the latest state-of-the-art knowledge of the job description.
4. Begin offering class for fall of 1999.

Long Term Objectives for this goal (2001 and beyond)

Students completing the class will be able to enter the workforce fully prepared and confident in their understanding and skills associated with the program

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Undertake a systematic review to ensure the contemporary utility and appropriateness of the content of the course of the program.
2. Scan program faculty to inventory their data and informational needs required to keep them current in their fields.
3. Gather data from students who have completed the course on how to better structure, deliver, and format the content of each course.

Assuming reasonable and new sufficient funding

When growth funds are available to the district, identify the nurse assistant training program to be expanded.

Personnel and Staffing Requirements to Meet This Program Goal

Expand hours of current adjunct instructor to include spring semester as well as fall (additionally required).

Facilities/Equipment Requirements to Meet This Program Goal

None needed.

Fiscal Requirements to Meet This Program Goal

Salary for part-time instructor for spring semester (approximately \$4,800).

Program Goal #2:

Add Home Health Aide component to each Nurse Assistant Training Class.

Short Term Objectives for this goal (1996-1998)

1. Develop curriculum with contemporary utility, relevance and reflecting the latest state of the art.
2. Obtain approval from curriculum committee.
3. Obtain financing.

Medium Term Objectives for this goal (1998-2000)

Begin to offer the class in fall 1998.

Long Term Objectives for this goal (2001 and beyond)

1. Maintain relevance of the class.
2. Provide community with knowledgeable, prepared, and skillful workers able to contribute to the health and well being of society.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. None, assuming current budget.

Assuming reasonable and new sufficient funding

1. Add a part-time faculty member competent in the field.

Personnel and Staffing Requirements to Meet This Program Goal

Additional part-time faculty member to teach 40 hours per semester.

Facilities/Equipment Requirements to Meet This Program Goal

None needed.

Fiscal Requirements to Meet This Program Goal

Part-time faculty (additionally required).

Meeting the College's Vision

The Nurse Assistant Training Program meets the college vision in that it is a quality program accredited by the Department of Health Services. This program effectively retains students and assists with placing them into jobs.

Activities in Support of Each Vision Goal Statement.

1. The students acquire the knowledge and skills to enter and advance in the workplace.
2. The students make substantial contributions to society as educated persons skilled professionals and thoughtful citizens.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

To better meet the College Vision, objectives described in Goal #1 and #2 must be met.

Professional Development Requirements

Currently, the nursing department does not have a budget for conferences. The Nursing Program Director and Vice President of Instruction are currently looking for money for this budget item. Nursing faculty must go to conferences and nursing education classes and seminars to keep current professionally and to maintain their RN license.

Professional development needs (e.g., training, renewal, conferences)

Nursing professional workshops, seminars, etc. are available constantly and nursing faculty at College of the Canyons must have funding to avail themselves of these opportunities.

Data and Information needs to stay current and aware of trends

1. Nursing journals and current literature related to the field of nursing is maintained by faculty.
2. Faculty attend professional workshops, conferences and seminars.

Technology needs for instructional delivery, program and prof. dev.

1. Computer assisted instruction as a resource for students.

2. Current computers and computer programs for use by nursing faculty.
3. Lap-top computers for use by nursing faculty.



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Educational Master Plan

1996 - 2001

PHYSICS

Mathematics & Sciences Division

Program EMP Team Members

Tom Lawrence

Description of Combined, Overall Key Goals for Program

Due to the soon-to-be-completed IRC and physics laboratory, an unprecedented opportunity exists to both enhance the transfer of knowledge, in and out of the classroom setting, and to ensure that the mode of transmission incorporates technology of both immediate and long term use to the students in their transition to industry.

Program Goal #1

To offer courses at COC that incorporate the latest technology in course delivery.

Short Term Objectives for this goal (1996-1998)

To ensure that program faculty has the necessary understanding of recent technological advances to adapt them to new or existing courses.

Medium Term Objectives for this goal (1998-2000)

To ensure that appropriate tools and materials are available to facilitate this goal.

Long Term Objectives for this goal (2001 and beyond)

To offer courses that incorporate the latest advances in electronic information storage, retrieval, and processing.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. A systematic study of available materials supporting this effort and their adaptation to new or existing courses will be made.
2. A survey of existing applications in other community colleges will be undertaken.

Assuming reasonable and new sufficient funding

1. Course delivery systems will be designed to implement the above studies.
2. A survey of existing application sin other community colleges will be undertaken.

Personnel and Staffing Requirements to Meet This Program Goal

- No additional staff will be needed to meet these goals.
- Release time, available in the form of the special projects provision of intercession, will be necessary for program staff to survey available materials and existing programs related to this project.

Facilities/Equipment Requirements to Meet This Program Goal

- No new facilities or equipment will be needed to meet this goal as currently budgeted or existing will suffice.

Fiscal Requirements to Meet This Program Goal

- Modest expense in the form of course-specific multi-media (CD-ROM, optical disk, computer software) packages will be required. Necessary equipment is currently budgeted for the new IRC.

Program Goal #2

To obtain greater utility from the new physics laboratory.

Short Term Objectives for this goal (1996-1998)

To offer a new Physical Science course which complements the existing Physics program and offers students an alternative means to complete the Natural Science general education requirement.

Medium Term Objectives for this goal (1998-2000)

N/A

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Develop course objectives and materials in support of this course.
2. Submit course for approval to the Curriculum Committee.

Personnel and Staffing Requirements to Meet This Program Goal

No new staff will be required.

Facilities/Equipment Requirements to Meet This Program Goal

Specific Activities in Support of Goal

Assuming current budget realities

1. Advertise in community newspapers to inform community that the French courses are available and when they are scheduled.
2. Visit high schools to advertise and recruit future students.
3. Encourage program advisors and counselors to discuss and recruit students for this program.
4. Encourage more patience by the Administration in allowing sections to be available even with low enrollments in the very immediate future to enable the program to develop and to ensure its viability.
 - a. This program is going to take some coddling to keep going.

Assuming reasonable and new sufficient funding

Same as above.

Personnel and Staffing Requirements to Meet This Program Goal

1. At the beginning, Adjunct faculty will be sufficient to meet the immediate goals.
2. Eventually, a full-time faculty member should be hired to manage this program.
3. Presently in the budget for adjunct faculty to teach two sections (I was lead to believe) each semester.

Facilities/Equipment Requirements to Meet This Program Goal

1. Classroom where equipment can be kept on a regular basis (I-309 before, I believe)
2. Audio equipment in the Language Lab be kept and maintained for the students to practice their language skills.
3. Computers/software be available in the IRC/Computer Lab for the students' use.
4. Audio equipment in the classroom for instructor's use in listening skills.

Note: I don't know what is in the budget and do not have access to this information in Paris

Fiscal Requirements to Meet This Program Goal

1. Having the adjunct faculty, at first, to teach sections offered.
2. Having the adjunct faculty actively help to build this program.
3. Eventually hiring a full-time faculty member to keep program going.

Meeting the College's Vision

Activities in Support of Each Vision Statement

Currency:

- Having adjunct faculty keep current in examining existing materials such as books, computer software packages, audio packages, attending conferences and workshops, meeting with transferring institutions

to know what the student needs will be.

- Having full-time faculty member do all of the above and more...

Effectiveness:

- Have lead instructor work with adjunct faculty member(s) to be aware of retention numbers, transfer, meeting the needs of the community

Diversity:

- Have lead instructor work with adjunct faculty member(s) to recruit students at COC and from the Community for existing courses - and create new courses as needs arise.

Assessment:

- Keep in touch with Institutional Research Department to keep abreast of evaluation process available to assure that the needs of the students are met.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

- Have the Administration have the patience in supporting a program financially and in a timely manner that needs rebuilding from the group up.
- Hire adjunct faculty who have the ability and the time to help develop a viable program.
- Have adjunct faculty member(s) help in the recruiting and maintenance of the program.
- Have adjunct faculty member(s) help develop new courses as needed.
- Eventually have a full-time faculty member work to maintain and increase the size of the department.

Professional Development Requirements

Professional development needs (e.g., training, renewal, conferences)

1. Have adjunct faculty member(s) participate in conferences, workshops, and other training sessions to maintain their currency in the subject matter and in teaching skills.
2. Eventually encourage the full-time faculty member who has been hired to do the same.

Data and information needs to stay current and aware of trends

- Keep in touch with the Institutional Research Department to know what data exists.
- Develop community surveys to research the need for course offerings and time best suited for the community.
- Survey local high schools to see what the students needs will be in the future.

Technology needs for instructional delivery, program and professional development

- Keep in touch with publishers to stay informed about the needs for existing and new technology as they correlate with present and future textbooks and teaching methodology for languages.
- Keep in touch with transferring institutions as to the needs of the students for further success in

French studies.

- Survey what private institutions and language schools are doing presently and in the future to facilitate the teaching of French.

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Educational Master Plan

1996 - 2001

GERMAN

Fine Arts and Humanities Division

Program EMP Team Members:

Don Heidt

Description of Combined, Overall Key Goals for Program

With some exceptions, since NDEA funding for foreign language instruction ended (about 1970), enrollment in foreign language programs has been dwindling. Other pressures detrimental to foreign language enrollment include changes in college admission requirements, graduation requirements, and graduate school requirements. At one time, colleges demanded foreign language background as a prerequisite for admission; now colleges such as those in the California State University system demand knowledge of English to graduate, hence the Writing Proficiency Examination. A change has also taken place in graduate school requirements; in many--if not most--institutions, courses in statistics or data processing have replaced the foreign language requirement. Nationally, German enrollments in particular have been declining; the German Program at College of the Canyons has experienced the same problem. With the reunification of Germany and its emerging political and economic strength, there may arise a renewed interest in German language study in the long run, but the short-term prospects for this program are questionable. Consequently, the primary goal is to increase enrollment. Assuming that occurs, another goal is to sensitize students to similarities and differences between American and German-speaking cultures. The final essential goal is to provide instruction to prepare students for academic transfer, provide a basis for vocational use of German, and provide language skills for travel in German-speaking areas.

Program Goal #1

To rebuild enrollment in the German Program.

Short Term Objectives for this goal (1996-1998)

To attract students into the German Program by using contemporary, state-of-the-art technology, materials, and language-teaching/learning methods and by publicizing our program.

Medium Term Objectives for this goal (1998-2000)

To continue to build upon the short-term objectives, assuming that the program survives.

Long Term Objectives for this goal (2001 and beyond)

(same as short and medium term above)

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Publicize the program through on-campus means, such as posters, counselors.
2. Publicize through local TV.
3. Contact local high schools. (Note: As of February 1996, according to the W.S. Hart Curriculum Office, no local high school offers German; despite this and despite the fact that German courses at College of the Canyons have been offered afternoons and evenings, we have not attracted many high school students.)

Assuming reasonable and new sufficient funding

1. As far as I know, we have sufficient funding to carry out any practical recruiting plans.

Personnel and Staffing Requirements to Meet This Program Goal

Since 1969, College of the Canyons has needed just one instructor to offer both a German program and a French program. Practically speaking, one FTE instructor should suffice to staff these programs for the foreseeable future. We have counselors to publicize as well as reprographics personnel to create fliers.

Facilities/Equipment Requirements to Meet This Program Goal

We currently have the facilities and equipment to accommodate all classes for this program.

Fiscal Requirements to Meet This Program Goal

Keep funding at the level sufficient to employ a contract instructor--i.e., at the level provided since the inception of the college--will suffice to continue the program.

Program Goal #2

To sensitize students to the similarities and differences between American and German-speaking cultures.

Short Term Objectives for this goal (1996-1998)

To heighten the student's awareness of German, Austrian, and Swiss cultures.

Medium Term Objectives for this goal (1998-2000)

To heighten the student's awareness of German, Austrian, and Swiss cultures.

Long Term Objectives for this goal (2001 and beyond)

To heighten the student's awareness of German, Austrian, and Swiss cultures.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Have students act out roles in a variety of situations: in a grocery store, at a post office, at a train station, in a telephone booth, at a restaurant, in other typical day-to-day routines.

2. Have students read about different customs regarding holidays, social situations, the workplace, leisure-time activities.
3. Expose students to art, music, literature, videos of German-speaking countries; magazines, newspapers, TV commercials.
4. Have students obtain information from the national and local tourist offices of Germany, Austria, and Switzerland.

Personnel and Staffing Requirements to Meet This Program Goal

No additional staff will be needed.

Facilities/Equipment Requirements to Meet This Program Goal

Current facilities and equipment are adequate.

Fiscal Requirements to Meet This Program Goal

No additional--or minimal additional--funding needed.

Program Goal #3

To prepare students to communicate in German.

Short Term Objectives for this goal (1996-1998)

To take students through a standard sequence of language acquisition: listening comprehension, speaking, reading comprehension, writing.

Medium Term Objectives for this goal (1998-2000)

To take students through a standard sequence of language acquisition: listening comprehension, speaking, reading comprehension, writing.

Long Term Objectives for this goal (2001 and beyond)

To take students through a standard sequence of language acquisition: listening comprehension, speaking, reading comprehension, writing.

Specific Activities in Support of Goal #3

1. Use of a variety of methods and delivery systems: Lecture, individual and choral response drills, audio-visual materials, computer-assisted instruction, textbook and workbook assignments, dialogues, audio comprehension tapes, written exercises, transformation and translation exercises, possibly Internet and satellite work.

Personnel and Staffing Requirements to Meet This Program Goal

One instructor

Facilities/Equipment Requirements to Meet This Program Goal

In general, current facilities and equipment are adequate; the Internet connection will need to be made.

Fiscal Requirements to Meet This Program Goal

Ideally, we would maintain a contract position; any additional expenditures for equipment and materials--downloading subscriber programs from satellites--would be minimal.

Meeting the College's Vision

As regards currency, the German Program will incorporate recent technologies, prepare students for the workforce and for transfer, for applications in scholarship and research. By means of various approaches, the German Program will have better effectiveness by retaining students and by upgrading their job flexibility by providing them with communication skills. Regardless of a student's original language, this program will meet the needs of a diverse student body by using methods and materials that reach divergent learning styles: visual, auditory, and kinesthetic. Finally, as far as assessment is concerned, the program is flexible enough to meet the changing needs of the workplace, of four-year institutions, and life-long learners.

Activities in Support of Each Vision Goal Statement.

1. Currency: The program's use of computers, videos, and audio tapes will reinforce the student's proficiency in these areas.
2. Effectiveness: The discipline and study skills essential to acquiring a foreign language have carry-over value to other courses, programs, and to the workplace.
3. Diversity: The methods used in the program--listening comprehension exercises, speaking exercises, reading comprehension assignments, writing assignments--demand the use of visual, auditory, and kinesthetic learning styles.
4. Assessment: Since the first two years of the program focus on the structure of the language, adjusting to the changing needs of the workplace, of four-year institutions, and life-long learners is simply a matter of providing specialized vocabulary; for instance, the instructor can emphasize military terminology, medical vocabulary, business expressions, and so forth.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

The program can undertake each of these activities within the personnel, equipment, and fiscal requirements identified above.

Professional Development Requirements

Beyond the college's flex program and an instructor's access to sabbatical leaves, minimal additional funding is desirable, probably under one thousand dollars per year.

Professional development needs (e.g., training, renewal, conferences)

The college needs to increase funds for attending conferences and workshops.

Data and Information needs to stay current and aware of trends

At the very least, we should fund institutional membership in organizations such as the American Association of Teachers of German, subscribe to a German newspaper (Frankfurter Allgemeine, Suddeutsche Zeitung), a periodical (Der Spiegel, Bunte Illustrierte).

Technology needs for instructional delivery, program and prof. dev.

Our college already possesses most of the necessary technology, including computers, the ability to download from TV satellites, and other audio-visual equipment. Access to Internet materials will be helpful.



Educational Master Plan

1996 - 2001

JOURNALISM/MEDIA ARTS

Fine Arts and Humanities Division

Program EMP Team Members:

Susan Cornner

Description of Combined, Overall Key Goals for Program

1. The journalism department, within the larger framework of Media Arts, will offer courses and will hire and retain faculty that reflect the highest academic standards of journalism and its related academic disciplines as well as the finest vocational practices of media professionals.
2. The journalism department, within the larger framework of Media Arts, will seek to use the college's physical facility effectively, including its capacity for inter-disciplinary study, its commitment to state-of-the art technology and its resources for research.
3. The journalism department's course offerings and pedagogical methodologies, within the larger framework of Media Arts, will be designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, degree of academic preparation, age and disability.

Program Goal #1

To create courses and to hire and retain faculty that reflect the highest academic standards of journalism and its related academic disciplines as well as the finest vocational practices of media professionals.

Short Term Objectives for this goal (1996-1998)

Each faculty member will reflect the highest standards of the discipline and of the profession.

Medium Term Objectives for this goal (1998-2000)

Each course offered in the program will have contemporary utility, relevance, and reflect the latest state-of-the-art knowledge of the profession.

Each faculty member will be encouraged to contribute to the academic resources of the discipline and to its vocational application.

Long Term Objectives for this goal (2001 and beyond)

Students will be sent either into the work place through the vocational certificate program or into four-year universities as transfer majors well prepared to meet the challenges of those experiences successfully.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Undertake a systematic review of curriculum to ensure the contemporary utility and appropriateness of the content of each course of the program.
2. Scan program faculty to inventory their data and informational needs required to keep them current in their fields.
3. Expand opportunities for faculty to broaden and make current their knowledge of a specialty area through existing internships with local media and through federal and state grants that make possible this professional experience.
4. Continue to seek adjunct faculty who possess first-hand knowledge of the profession in addition to meeting the academic standards of the state.
5. Establish a regular program of speakers from media, both as regular classroom visitors and as experts on panels and special presentations.
6. Make available regular workshops to administrators and non-journalism faculty to inform them of current media law and practices which might impact academic programs, especially the student press.
7. Continue to provide individual counseling sessions and academic tracking for those students in entry-level courses who identify themselves as journalism majors. This is designed to improve student retention and to ease the matriculation of students from entry-level classes into advanced, specialized classes.
8. Seek funding that allows students to meet at least the minimum course objectives in journalism and photojournalism required to publish a weekly newspaper and a semesterly magazine.

Assuming reasonable and new sufficient funding

1. Create a computer-assisted class in news writing with interactive tutorials available to each student.
2. Establish additional course offerings, particularly those that arise in response to changes in technology and those created by interdisciplinary study. These might include classes in copy editing, publication design for the World Wide Web and traditional print, and television as the most powerful medium in our culture.
3. Schedule a group of outstanding media speakers as part of a media outreach program that would also involve and attract the community.
4. Schedule additional sections of J100 Media & Society and J105 News Writing as additional facilities and enrollment make possible.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire two full-time positions in journalism immediately and additional positions as the

enrollment warrants it so that faculty numbers mirror those of WSCH and FTE. They should co-advise the college publications. Unless this requirement is met, none of the other goals can be realized. Not now budgeted.

2. Hire lab assistants with appropriate background in desktop publishing, journalism software and applicable computer systems in both the newsroom and in the computer-assisted composition lab. Not now budgeted.

3. Provide release time, 20 percent, for one full-time journalism position to act as lead instructor in the area of Media Arts. This is necessary if activities beyond classroom instruction are to be realized. Not now budgeted.

4. Provide stipends for speakers as either Foundation or Associated Students moneys are available. Not now budgeted.

5. Hire additional adjunct as necessary to meet the schedule of larger offerings. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Provide a Mac station and printer for each full-time faculty position. Not now budgeted.

2. Install appropriately networked equipment in the FAAB journalism and photography labs so that it interfaces with existing equipment. Partially budgeted through the FAAB.

3. Make available a Mac station and work area in the FAAB reserved for adjunct use only. Not now budgeted.

4. Complete the purchase and installation of equipment in the FAAB. Budgeted through the FAAB.

Fiscal Requirements to Meet This Program Goal

1. Additional money for full-time staffing, approximately \$80,000 per year at current salary levels for full-time faculty. Not now budgeted.

2. Additional money for lab assistants for 20 hours per week each, approximately \$22,000 per year at current salary levels. Not now budgeted.

3. Stipends of approximately \$4,000 per year, like those given coaches, for each full-time publications adviser. Not now budgeted.

4. Additional funding of approximately \$60,000 to supplement the state's allocation in the FAAB. The amount allocated, \$105,000, is now shared with the photography program and is about half that needed by either discipline. Not now budgeted.

5. Additional funding for adjunct salaries, although this might be a less pressing need when full-time instructors teach the bulk of the curriculum. Not now budgeted.

Program Goal #2

To use the college's physical facility effectively, including its capacity for inter-disciplinary study, its commitment to state of the art technology and its resources for research.

Short Term Objectives for this goal (1996-1998)

1. Use the college's facilities and projected building programs to support the curriculum.

2. Provide opportunities for faculty and students to access information.

Medium Term Objectives for this goal (1998-2000)

1. Establish curriculum that reflects the latest technology and integrates it effectively into the course of study.

Long Term Objectives for this goal (2001 and beyond)

1. Ensure that faculty members and students have the tools and resources to stay current in their fields.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Provide access to the Internet.
2. Equip the journalism lab in the FAAB and network it with equipment in the adjoining photo lab.
3. Provide opportunities for continuing education for faculty to keep abreast of changes in technology, including membership dues in journalism education organizations.
4. Set up the journalism department's course offerings, scholarship information, internships, syllabi, class schedule and so on a web page.
5. Continue to access technical information and academic research through journalism education organizations and the Internet.
6. Transition to the increased use of technology in the delivery of instruction for the majority of the courses in the program by installing multi-media presentations and playing units for the lecture courses in media.

Assuming reasonable and new sufficient funding

1. Provide additional equipment in the journalism lab and network it with that of the adjoining photo lab so that the college publication process is all-digital. Not now budgeted.
2. Establish an on-line publication. Minimum additional funding needed.
3. Provide appropriate computer equipment and suitable office space for adjunct faculty which might be shared. Not now budgeted.
4. Tour the programs of other campuses in California to learn of their offerings, delivery systems, professional development and instructional technology. Not now budgeted.
5. Establish a database on which to store department information that tracks students and graduates. Continue the current practice of a yearly department newsletter for alumni.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire two lab assistants, experts in Mac systems, to work in the computer-assisted writing lab and in the journalism lab. See Goal 1, activities for dollar amounts. Not now budgeted.
2. Hire a consultant to network the equipment in the journalism and photography labs in the FAAB. The current rate is about \$200 per hour. Not now budgeted.

3. Provide extensive in-service training for all instructors who will use the new technology in the FAAB and will integrate it into their teaching strategies. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

1. Install equipment now budgeted for the journalism lab, the computer-assisted composition lab and the lecture hall in the FAAB.
2. Purchase computer software for the creation of the database. Not now budgeted.

Fiscal Requirements to Meet This Program Goal

1. Touring other programs might cost from \$100 to \$500 if the visits were not too far away.
2. Consulting fees will cost about \$2,000 to link the networks in the journalism and photography labs.

Program Goal #3

To insure that course offerings and pedagogical methodologies are designed to meet the needs of a diverse student body and to recognize differences of gender, race/ethnicity, under prepared students, age and disability.

Short Term Objectives for this goal (1996-1998)

To ensure that current course offerings, including texts and audio-visual materials, reflect the rich diversity of the American population.

To meet the needs of disabled students as effectively as possible within the traditional classroom.

Medium Term Objectives for this goal (1998-2000)

To explore ways of meeting the needs of disabled students in new, non-traditional ways.

Long Term Objectives for this goal (2001 and beyond)

Students entering the workplace and or transferring to four-year universities will have completed a sequence of courses with additional resources assigned for the needs of special populations.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Continue to work with MEChA, the Black Students Union, the Gannett Summer Program for Minority Journalists, Society for Newspaper Design, the Poynter Institute and other programs specifically designed to attract and retain minority students in media.
2. Work with local high schools in identifying those students who are interested in media but who are under prepared academically.
3. Continue to counsel and track students, identifying those who represent particular populations.
4. Continue to work with the DSPS counselors and the tutors in the Tutorial Learning

Center.

5. Continue to pursue vocational education funding to provide resources for the journalism certificate program, particularly to build an adequate print budget.

Assuming reasonable and new sufficient funding

1. Enlarge the participation of our vocational students in an effective Tech Prep and the Two plus Two plus Two program by working with college administrators, high school faculty and local media employers.
2. Send underrepresented minority students to workshops and conferences within regional and national journalism organizations.
3. Expand our current tracking program for special populations to include regular academic and professional counseling and participation in local media internships.
4. Provide journalism students with computer assistance in the form of computers specific to the needs of journalists as well as teaching assistants who can address the learning needs of special populations.
5. Expand our current tracking system of graduates beyond the annual mailing now used to a database that can help students network.

Personnel and Staffing Requirements to Meet This Program Goal

1. Release time for lead instructor. See Goal 1 above for details and budgeting information.
2. Lab or teaching assistants. See Goal 1 above for details and budgeting information.
3. A full-time secretary would allow the department to more easily counsel and track students throughout the program and in their career or transfer plans. Not now budgeted.

Facilities/Equipment Requirements to Meet This Program Goal

Additional computer software for databases.

Fiscal Requirements to Meet This Program Goal

1. Unable to determine at this time at exact dollar amount, but participation in conferences and workshops for special populations might cost up to \$1,000 per year.
2. Secretary would cost about \$20,000 in annual salary.

Meeting the College's Vision

The journalism program, within the framework of Media Arts, will help advance the college's goal of currency through its systematic review and updating of course objectives, its purchase and installation of appropriate computer technology, its strong support of vocational resources to fund and help shape the certificate program, its employment of a highly skilled workforce adequate to the tasks, and its continuing search through journalism education organizations for resources and techniques that keep its faculty, methodology and equipment current. The journalism program, within the framework of Media Arts, will help advance the college's goal of effectiveness through its tracking of students through their matriculation at COC and later into the workforce and into upper-division journalism and related majors.

The goal of diversity can be met through the journalism program's continued efforts to recruit a diverse population, beginning in an effective articulation program with local high schools and a partnership with

college counselors and continuing through student organizations like the BSU and MEChA and ultimately into success academically and vocationally. The journalism program, within the framework of Media Arts, will meet the college's goal of assessment by continuing to assess the needs of local media employers and to place students in internships and jobs, be continuing to articulate its program with that of four-year universities and by continuing its current level of activity in organizations which foster and promote journalism organization.

Activities in Support of Each Vision Goal Statement.

1. Undertake a systematic review of the curriculum -- currency.
2. Scan faculty to inventory data and informational needs -- currency
3. Internships with local media, especially for underrepresented populations and faculty -- assessment, currency, diversity
4. Hire adjunct with professional experience -- currency
5. Speakers program -- assessment
6. Workshops for colleagues and administrators -- currency
7. Counseling and academic tracking, especially special populations and especially through a formal data base -- effectiveness, diversity, currency
8. Funding adequate for course objectives -- effectiveness
9. Computer-assisted news writing -- currency
10. Additional course offerings -- currency, effectiveness
11. Provide access to the Internet -- currency, effectiveness
12. Identify under prepared students -- diversity
13. Work with DSPS and academic counselors -- diversity
14. Enlarge the role of vocational programs -- assessment, diversity, effectiveness
15. Send underrepresented students to conferences and workshops -- diversity
16. Faculty workshops and organizational memberships -- currency
17. Set up course offerings on a web site -- currency, effectiveness
18. Establish an on-line publication -- effectiveness, currency
19. Tour other programs -- currency
20. Work with professional and student organizations on to recruit, retain minority journalists -- diversity

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. Hire two full-time teaching faculty. This is the most crucial factor in the ability of this program to meet either the college's goals or its own

- No new facilities will be required.
- Very modest, if any, equipment needs are foreseen.

Fiscal Requirements to Meet This Program Goal

A small addition to the existing Physics budget will be needed to maintain equipment and/or supplies for this course.

Meeting the College's Vision

Activities in Support of Each Vision Goal Statement

The program, through the proposed modifications to the current delivery system, will reflect the currency and efficiency inherent in the new media. Students will be able to avail themselves of pertinent information in a way never before available. Multi-media presentations as well as interactive tutorials will enhance effectiveness. This, as well as the new course offering, will make physics accessible to a more diverse group of students and better prepare them for the transition to the workplace.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

The preliminary studies carried out by the staff will serve to assess the efficacy and benefit of these goals and the place of the program in the overall curriculum.

Professional Development Requirements

Professional development needs (e.g., training, renewal, conferences)

A need for training in the use and application of new technology exists. These needs will be addressed in the preliminary surveys proposed.

Data and Information needs to stay current and aware of trends.

The proliferation of information storage and retrieval devices, along with the associated software, has made it necessary to stay at the forefront of current trends. This very need is addressed in the proposed goal. The program staff will continue to interact with industry and other educational institutions to gain perspective on developing trends in this program.



Educational Master Plan

1996 - 2001

PHYSICS

Mathematics & Sciences Division

Program EMP Team Members

Tom Lawrence

Description of Combined, Overall Key Goals for Program

Due to the soon-to-be-completed IRC and physics laboratory, an unprecedented opportunity exists to both enhance the transfer of knowledge, in and out of the classroom setting, and to ensure that the mode of transmission incorporates technology of both immediate and long term use to the students in their transition to industry.

Program Goal #1

To offer courses at COC that incorporate the latest technology in course delivery.

Short Term Objectives for this goal (1996-1998)

To ensure that program faculty has the necessary understanding of recent technological advances to adapt them to new or existing courses.

Medium Term Objectives for this goal (1998-2000)

To ensure that appropriate tools and materials are available to facilitate this goal.

Long Term Objectives for this goal (2001 and beyond)

To offer courses that incorporate the latest advances in electronic information storage, retrieval, and processing.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. A systematic study of available materials supporting this effort and their adaptation to new or existing courses will be made.
2. A survey of existing applications in other community colleges will be undertaken.

Assuming reasonable and new sufficient funding

1. Course delivery systems will be designed to implement the above studies.
2. A survey of existing application sin other community colleges will be undertaken.

Personnel and Staffing Requirements to Meet This Program Goal

- No additional staff will be needed to meet these goals.
- Release time, available in the form of the special projects provision of intercession, will be necessary for program staff to survey available materials and existing programs related to this project.

Facilities/Equipment Requirements to Meet This Program Goal

- No new facilities or equipment will be needed to meet this goal as currently budgeted or existing will suffice.

Fiscal Requirements to Meet This Program Goal

- Modest expense in the form of course-specific multi-media (CD-ROM, optical disk, computer software) packages will be required. Necessary equipment is currently budgeted for the new IRC.

Program Goal #2

To obtain greater utility from the new physics laboratory.

Short Term Objectives for this goal (1996-1998)

To offer a new Physical Science course which complements the existing Physics program and offers students an alternative means to complete the Natural Science general education requirement.

Medium Term Objectives for this goal (1998-2000)

N/A

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Develop course objectives and materials in support of this course.
2. Submit course for approval to the Curriculum Committee.

Personnel and Staffing Requirements to Meet This Program Goal

No new staff will be required.

Facilities/Equipment Requirements to Meet This Program Goal

- No new facilities will be required.
- Very modest, if any, equipment needs are foreseen.

Fiscal Requirements to Meet This Program Goal

A small addition to the existing Physics budget will be needed to maintain equipment and/or supplies for this course.

Meeting the College's Vision

Activities in Support of Each Vision Goal Statement

The program, through the proposed modifications to the current delivery system, will reflect the currency and efficiency inherent in the new media. Students will be able to avail themselves of pertinent information in a way never before available. Multi-media presentations as well as interactive tutorials will enhance effectiveness. This, as well as the new course offering, will make physics accessible to a more diverse group of students and better prepare them for the transition to the workplace.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

The preliminary studies carried out by the staff will serve to assess the efficacy and benefit of these goals and the place of the program in the overall curriculum.

Professional Development Requirements

Professional development needs (e.g., training, renewal, conferences)

A need for training in the use and application of new technology exists. These needs will be addressed in the preliminary surveys proposed.

Data and Information needs to stay current and aware of trends.

The proliferation of information storage and retrieval devices, along with the associated software, has made it necessary to stay at the forefront of current trends. This very need is addressed in the proposed goal. The program staff will continue to interact with industry and other educational institutions to gain perspective on developing trends in this program.





Educational Master Plan

1996 - 2001

REGISTERED NURSING

Mathematics & Sciences Division

Program EMP Team Members:

Kathie Welch

Mary Heidt

Sally Didrickson

Virginia Soriano

Mary Smith

Description of Combined, Overall Key Goals for Program

The goals of the nursing program at College of the Canyons bring innovative technology to the classroom and skills lab, allowing faculty to serve as facilitators to student learning. With current health care changes in mind, nursing faculty are very aware that changes need to be made in our teaching/learning interaction with students to meet the needs of current consumers of health care. An interactive nursing lab with latest available technology will assist greatly in making necessary changes. Laptop computers for all nursing faculty to take with us to the clinical facilities or to the classroom or to seminars, conferences, and workshops will help avoid duplication of effort and allow us to make efficient use of time and technology.

In addition, current library resources are very minimal in the "RT" section of the library. For maximum student learning, these holdings need to be increased.

Program Goal #1:

To increase the use of current technology in the nursing program at College of the Canyons.

Short Term Objectives for this goal (1996-1998)

Purchase Computer Assisted Instruction as a resource for students, allowing more classroom time for critical thinking.

Medium Term Objectives for this goal (1998-2000)

Develop a plan for a virtual reality classroom with computer interactive activities, allowing

students to determine the outcome of their patient interventions before caring for patients with similar conditions.

Long Term Objectives for this goal (2001 and beyond)

Teach students in an interactive nursing lab with one critical care room with computer interactive activities in a virtual reality format as well as one medical-surgical room with computer interactive activities in a virtual reality format.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Purchase computer assisted instruction (CAI).
2. Visit other state-of-the art nursing labs.
3. Invite an expert in the area of virtual reality as it relates to nursing programs to assist in the development of a technology plan for the nursing program at College of the Canyons.

Assuming reasonable and new sufficient funding

4. Purchase laptop computers for all nursing faculty.
5. Begin the development of virtual reality classrooms either in the intermediate move of the nursing lab to the current T-Building or planning for the eventual move to the free standing Allied Health Building.
6. Transition to the increased use of high technology in the delivery of instruction for at least 50% of the courses in the nursing program by acquiring available multi-media presentations and playing units and acquiring a CD-ROM library for interactive tutorials available to each student.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activity 1 will require spending a greater percentage of current budget supply money on CAI.
2. Activity 3 may require a college/industry cooperative effort.
3. Activity 2 will require 25% release time for one term to accomplish site visits.
4. Activities 4&6 will require additional budget money.
5. Activity 5 will require release time for development of a technology plan in cooperation with the Dean of Academic Computing.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activities 1-3 will require no additional facilities or equipment.
2. Activity 4 will require 6 laptop computers.
3. Activity 5 will require a new nursing lab - first in the current T-Building and eventually to a free standing Allied Health Building. Activity 5 will also require new equipment which must be determined in consultation with an expert in this field of technology.
4. Activity 6 will require 2 multi-media workstations, a projection video system, and at least 2 CD-ROM 5x speed players.

Fiscal Requirements to Meet This Program Goal

1. Activities 1-3 will require no additional money unless the current size of the program increases.
2. Activity 4 will require about \$12,000 in additional funds.
3. Activity 5 will require an unknown amount of additional funds.
4. Activity 6 will require approximately \$24,000 for equipment, \$5,000 for furnishings, and \$7,000 for programs on a one time basis. In addition, an on-going maintenance and updating budget of approximately \$6,000 per year will be needed beginning year 3.

Program Goal #2:

To keep holdings in "RT" section of the library current and comprehensive.

Short Term Objectives for this goal (1996-1998)

Work with the librarian to remove books in this section more than ten years old.

Medium Term Objectives for this goal (1998-2000)

Work with the librarian to add books for a more comprehensive current collection.

Long Term Objectives for this goal (2001 and beyond)

Continue to add books to develop a collection which will meet the needs of students and meet with standards of accrediting agencies (BRN-state and NLN-national).

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Remove outdated books from collection.
2. Develop a list generated by faculty and students to add books to collection.
3. Assign one person from nursing department to work with librarian to achieve this goal.

Assuming reasonable and new sufficient funding

4. Begin purchasing books from list generated by nursing faculty and students.
5. Prioritize books and continue purchasing as new budget money develops.
6. Allow 10% release time for faculty library coordinator.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities 1-3 will require no additional personnel.
2. Activities 4-6 will require release time for faculty coordinator.

Facilities/Equipment Requirements to Meet This Program Goal

Extra facilities/ equipment will not be needed to meet this program goal.

Fiscal Requirements to Meet This Program Goal

1. Activities 1-3 will not require additional budget money.
2. Activity 4 will require \$10,000.
3. Activity 5 will require \$25,000.
4. Activity 6 will require \$1,000 each year for release time for faculty library coordinator.

Program Goal #3:

To increase full time nursing faculty and decrease adjunct nursing faculty. In support of this goal, the Fall 1991 to Fall 1995 data tables show that the total number of nursing courses offered and the total number of nursing students have more than doubled over the last five years. In addition, program completion is 97%. Full-time nursing faculty have decreased from five to four during this time period, though adjunct have increased. Overall, nursing faculty have increased from only 6.27 to 10.58 even though total units, number of courses, and number of students have more than doubled. As expected, the WSCH/FTEF ratio has decreased during this period.

The Executive Summary of the recent Santa Clarita Valley Region Needs Assessment shows medicine and health to be one of the ten top occupations projected for major growth during the next 3-5 years. Health Services was one of the top six new skills needed due to technology changes. Allied Health Skills were among the training programs of interest listed in the survey results summary.

Short Term Objectives for this goal (1996-1998)

Meet with staffing committee when faculty positions become open.

Medium Term Objectives for this goal (1998-2000)

Prepare for growth of nursing program as growth funds become available.

Long Term Objectives for this goal (2001 and beyond)

Move from 4 full time teaching nursing faculty and 5 adjunct nursing faculty to 6-7 full time teaching nursing faculty and 3 adjunct nursing faculty.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. None

Assuming reasonable and new sufficient funding

2. Hire 2-3 new full-time nursing faculty.
3. Assuming larger nursing lab and more faculty, admit 36 students twice each year, rather than 24.

Personnel and Staffing Requirements to Meet This Program Goal

2-3 new full-time faculty.

Facilities/Equipment Requirements to Meet This Program Goal

1. Larger nursing lab currently being planned in existing T-Building.

2. Eventual move to free standing Allied Health Building.

Fiscal Requirements to Meet This Program Goal

\$150,000 - \$200,000 annually for faculty salaries and benefits.

Meeting the College's Vision

The nursing program will help advance the College's goal of program currency with our goal of state-of-the-art technology for nursing class and lab use. Preparing nursing students with the most current technology will assure workplace preparation. Placement of students into jobs will also assist the College's goal of effectiveness. To assist with the College's vision of diversity, nursing program staff are assisting our Regional Health Occupations Resource Center in a grant to mentor under represented students and recruit faculty from ethnically diverse backgrounds. The nursing program at College of the Canyons has developed a continuous evaluation process which meets the College's goal for assessment and also fulfills state and national accreditation standards.

Activities in Support of Each Vision Goal Statement.

Activities to support state-of-the-art technology for the nursing department will take new budget money. The nursing program already places students into jobs and is currently working with our Regional Advisory group to achieve student and faculty diversity. The evaluation process is already in effect, as well, for the nursing department at College of the Canyons.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision.

As described in Goal #1 for technological growth and development.

Professional Development Requirements

Currently, the nursing department does not have a budget for Conferences. The Nursing Program Director and Vice President of Instruction are currently looking for money for this budget item. Nursing faculty must go to conferences to keep current professionally. As computing and technology becomes an increasing part of the nursing program, faculty will need to go to workshops and consult with experts to be sure we are using the most current and effective teaching technology. In addition, faculty must have laptop computers. Nursing faculty are moving throughout the community and are not frequently in their office. To be efficient and keep records, data bases, curricula, and other informational displays readily accessible, nursing faculty must be able to travel with laptop computers.

Professional development needs (e.g., training, renewal, conferences)

Nursing professional workshops are available constantly and nursing faculty at College of the Canyons must have funding to avail themselves of these opportunities. Technology advisement and consulting is also necessary.

Data and Information needs to stay current and aware of trends

Nursing faculty have access to data bases and informational displays throughout the state and nation. A laptop computer with a modem plus conference and travel money will make these sources accessible.

Technology needs for instructional delivery, program and professional development

As described in goal #1.



Section 8:

SOCIAL & BEHAVIORAL SCIENCES DIVISION

Five Year Educational Master Plan

1996 - 2001

1. Overview of the Social and Behavioral Sciences Division and Programs

The Social and Behavioral Sciences Division consists of fifteen full-time faculty members and fifty-two adjunct faculty members (Spring, 1996). These faculty members represent the following eight academic disciplines:

Anthropology

Physical and cultural anthropology, archaeology and Indians of California

Business

The Business Department is subdivided into the following three general areas:

Accounting including bookkeeping and accounting

Business/Business Management which offers fifteen courses usually focusing on the more applied aspects of business (e.g. Introduction to Business, International business, importing/exporting, marketing, business management techniques) as well as business mathematics and law.

Information Management which offers twenty courses focusing on computers and software applications originally used in the business world but now applicable to all disciplines and the home user as well. Representative courses include the teaching of computer applications (e.g. Works, Word Perfect, Lotus. Desktop Publishing) as well as skills courses in keyboarding and applied English.

Economics

Micro- and macroeconomics

History

Western Civilization, United States, California, Latin America, Americas (North and South America) and Economic history.

Physical Education

Health and professional education courses (e.g. Officiating) as well as multi-level instruction in physical activities (e.g. golf, weight training, swimming, volleyball,

basketball, baseball). The same faculty also coach Intercollegiate Athletics but the Athletic program is overseen through the Student Services area of the college.

Political Science

American and comparative government and politics, International relations.

Psychology

Introduction to human behavior, Physiological and Developmental psychology, as well as the study of gender roles, crisis intervention and management, and personal and social aspects of behavior.

Sociology

Introduction and Sociological analysis, Marriage and family, Social problems, Women's studies and the Chicano/a culture.

2. Characteristics of the Social and Behavioral Sciences Division

When the college decided to organize departments into divisions the traditional social science disciplines (history, political science, psychology, anthropology and sociology) were grouped together as a result of a common bond of interest. The college was not large enough to support more than four academic divisions and it was common to teach in more than one department. An early faculty member taught courses in business applications, economics and law, so the Business department was included in the Social and Behavioral Sciences Division. Until they formed their own division, the Student Services faculty were also included in this division.

The Social and Behavioral Sciences Division serves a large number of students and accounts for 1/3 of all courses and 40% of total student enrollments and completions. Classes tend to be large, and it is rare to cancel a class due to low enrollment. The provided data for this Educational Master Plan (for Spring semesters 1991 through 1994 and Fall semesters 1991 through 1995) show an average of 187.4 courses offered and 191.6 courses (486.5 units) actually made which indicates classes in the Division are added and fill after the original schedules are printed. A large number of students enroll in classes in the Division (mean = 6510) and the number of students who complete these courses is also high (mean = 5298). This translates into an average completion rate of over 80% with a passing percentage of 74% while that for all divisions is 78.6 and 70.2 % respectfully.

The Social and Behavioral Sciences Division generates a WSCH at census of 19,000, and the Instructional Effort/Load (WSCH/FTEF) was 527 for Spring semesters and 492 for Fall classes demonstrating that class sizes tend to be large. The FTEF indicates an average of 37, while only 15 are full-time faculty. Therefore, the Division employs in adjunct faculty the equivalent of 22 full-time additional faculty members, so it is not surprising that the Educational Master Plans for many of the departments in this Division have the goal of adding additional full-time faculty members. In comparison to the "all division Spring 91-94 averages", (the only all division data provided) the Social and Behavioral Sciences Division accounts for 33% of all WSCH generated by the College and an 11% greater average Instructional Effort/Load (WSCH/FTEF) rate of 527 versus 477 for all divisions.

The above data only reflect enrollments from Spring 1991 to Fall 1995 with the exclusion of Spring 1995 and Spring 1996. Some problems exist with the provided data which is likely to have the negative effect on the Division's enrollment figures. The data provided included Spring 1991 and Spring 1992 enrollments for the Hospitality program which is **not** a part of this division. These classes are extremely small and will have the effect of lowering WSCH/FTEF and FTEF in particular. Also, since the enrollment dropped in Spring 1994 as a result of the Northridge earthquake and does not include enrollments for Spring 1995 nor 1996, the averages which are referred to above are likely to be artificially depressed.

Projections for future enrollments indicate the likelihood of increasing enrollments. History, political science and physical education are specifically required for graduation and/or transfer. A minimum of one additional social science course is required for graduation and transfer. Courses in the social sciences tend to be popular and provide information and skills often useful in other majors or essential in the realization of personal and career goals. Additionally as computer skills and literacy become more necessary in all walks of life, the demand for the computer application classes offered in Information Management have drawn a wider audience. It is realistic to assume a continuing popularity and demand for classes offered by the Social and Behavioral Sciences Division.

3. Mission, Goals, and Objectives of the Social and Behavioral Sciences Division

The mission of the Social and Behavioral Sciences Division mirror those established by the college and include the need for:

a.) Currency. It is essential to provide current information so that students can effectively transfer and/or join the work force with the skills necessary for success. Although the majority of the Division is not equipment intensive there are exceptions to this especially in the Physical Education and Information Management departments.

b.) Effectiveness. The faculty in the Social and Behavioral Sciences Division have always considered retention, transfer and job placement (in the career-related disciplines) a high priority.

c.) Diversity. The Social and Behavioral Sciences Division has taken a leadership role in the area of a commitment to diversity. Courses representing diversity have been added to the curriculum (e.g. Chicano/a Culture, Psychology of Gender Roles, History of the Americas, Latin American Civilization, Multiculturalism in America) and cultural diversity has been infused into the existing courses.

d.) Assessment. Division faculty have responded to the changing demands of transfer institutions and the work place. Many of the traditional social sciences and physical education courses provide skills necessary for life-long learning and success.

Specific goals and objectives of the Social and Behavioral Sciences Division include the following:

Goal #1. To expand multicultural offerings throughout the Division.

Short Term Objectives for this goal (1996-1998)

Offer additional sections of existing courses which emphasize multiculturalism (e.g. Psychology of Gender Roles, Introduction to Multiculturalism, Chicano/a Culture, History of the Americas).

Infuse multiculturalism into existing courses.

Medium Term Objectives for this goal (1998-2000)

Investigate and/or initiate additional courses which reflect diverse populations.

Long Term Objectives for this goal (2001 and Beyond)

None.

Goal #2. To provide quality instruction in all departments of the Social and Behavioral Sciences Division.

Short Term Objectives for this goal (1996-1998)

Complete Program Reviews for all departments in the Division.

Work with adjunct faculty to provide more guidance and to insure quality instruction.

Discuss in the Academic Senate adding a computer literacy requirement to the graduation requirements.

Purchase necessary equipment, software or materials to provide state-of the-art instruction.

Confer with colleagues at transfer institutions or in industry to ensure smooth transitions to work or transfer institutions.

Medium Term Objectives for this goal (1998-2000)

Increase course offerings within the Division.

Investigate the development of a course in Social Science Statistics and Methodology.

Hire additional full-time faculty in the Division.

Long Term Objectives for this goal (2001 and Beyond)

Continue to hire more full-time faculty in the Division.

Goal #3. To increase student retention in classes.

Short Term Objectives for this goal (1996-1998)

Participate in the Early Alert Program developed by Student Services.

Discuss retention strategies in Division meetings.

Medium Term Objectives for this goal (1998-2000)

Evaluate results of Early Alert Program.

Long Term Objectives for this goal (2001 and Beyond)

None.

Goal #4. To remain current with changing resources and technologies.

Short Term Objectives for this goal (1996-1998)

Review media and print collections in the IRC.

Provide a computerized grading program for all instructors.

Investigate computer software available for classroom or laboratory usage.

Become familiar with the use of laser disk technology.

Provide a computer or replace obsolete computers for all faculty in the Division.

Begin to replace older equipment or software where needed (i.e. P.E., Business).

Medium Term Objectives for this goal (1998-2000)

Continue to upgrade older equipment and software.

Purchase new software.

Long Term Objectives for this goal (2001 and Beyond)

Continue the on-going need to upgrade older equipment and software.

Develop a social science computerized, laboratory classroom.

4. Introduction to the Social and Behavioral Sciences Division Components

that Follow

Every faculty member in the Social and Behavioral Sciences Division was involved to some extent in the development of the Educational Master Plan for his/her department. In many cases, the Lead Instructors also conferred with adjunct instructors or with other colleagues for insights and input.

Frustration was frequently expressed at writing future goals and objectives without the certainty of future resources. Therefore, the planning assumptions which underlie the development of the goals and objectives may be conservative as Division members attempted to balance the need to be optimistic without being unrealistic.

Although most of the departments in the Social and Behavioral Sciences Division are not equipment intensive, two large exceptions do exist. The Business area is heavily computer and software intensive. In order for the Information Management program to be viable, it needs to provide instruction in the latest software packages and to have access to computers which have the necessary memory capacity and speed to accommodate the large number of programs/applications which are taught. The expense of upgrading software and equipment is tremendous. If the College does not make it a commitment to provide state-of-the-art equipment and software, enrollments will decline regardless of the quality of the instruction.

Physical Education is a second exception in terms of equipment needs. There is always an on-going need for balls, nets, bats, golf clubs, etc. which are purchased from the supply budgets. However, the fitness classes are very popular and rely heavily on exercise equipment (e.g. treadmills, Nautilus', Stairmasters, Lifecycles). These machines have heavy usage and the repair bills every year are great. Future budgets need to address the replacement, maintenance and addition of the fitness equipment.

As pedagogy changes to reflect the new information society the remainder of the Social and Behavioral Sciences Division will also be affected as computer simulations become available in all the disciplines. The Division's faculty are already discussing the need for computerized classrooms and/or laboratories. The resources of space, money, training time, equipment and materials will all need to be addressed in the future.

5. The Educational Master Plans for each program in the Social and Behavioral Sciences Division follows...





Educational Master Plan

1996 - 2001

ACCOUNTING

Social and Behavioral Sciences Division

Program EMP Team Members

Stan Weikert

Description of Combined, Overall Key Goals for Program

I feel it is important to have some understanding of what has taken place during the past several months and what is likely to keep recurring during the next several years in the area of transfer accounting.

Approximately three years ago several accounting societies and organizations gave money to about five different colleges and universities throughout the United States so that those schools could develop experimental accounting curriculums. Each school tried what was considered to be a unique approach, usually writing its own materials. Recently those schools have been presenting their course of study, progress, and conclusions at various conferences and meetings.

CSUN, the closest 4-year school accepting COC transfer business students, was not one of those schools funded to develop a new curriculum. However, in November 1995 CSUN announced that it was about to institute a new curriculum which it maintains it has been developing during the past three years although no one at the community college level seemed to know anything about the new program nor seemed to have any input into its development. CSUN's proposed new curriculum shortens graduation requirements, "dumbs-down" course content, and takes away most of the transfer accounting presently being taught at two-year schools. More specifically, the second semester of the principles course would henceforth be taught at Northridge and the first semester would have a prerequisite completion of Calculus before students could enroll. Under the present political philosophy, prerequisites are not permitted at the two year level, so that prerequisite would essentially abolish our first semester transfer program as well. Subsequently, CSUN has backed down on the Calculus prerequisite; the rest of the changes are still being "considered" while the CCs are protesting.

Each California 4-year school is apparently free to develop its own individualized program and transfer requirements with no standard policy common to all. In order to build their own enrollments and to promote the sale of their own faculties' written materials, which appears to be the major objective of CSUN's change, other or all 4-year schools may no longer matriculate with any of the two-year programs unless we present a mirror image. It is not possible for us to teach a course that would matriculate with two, three or more of the transfer schools. In short, if all of these "new proposals" for teaching transfer accounting are adopted, there will no longer be any principles courses taught at COC and most of the accounting program will be eliminated.

The agendas at current meetings and conferences for accounting instructors now includes discussion of

how to handle these proposed changes. As I see the future developing, during the next three to five years none of the CCs will be expanding or developing programs but will be in a state of turmoil reacting to numerous changes and ideas being dictated by 4-year schools.

If we are lucky by the end of the next three to five years the COC accounting program will be back to the same position we are today. In the meantime there could be a gradual reduction in the number of Accounting 202 students to the point where we will not be offering either of the two sections presently scheduled during both fall and spring semesters. This will reduce the accounting staff by one-third full-time instructor and one adjunct instructor. When there are threats of having to reduce the number of staff, there are no plans to expand the curriculum. We will simply lose most of the transfer accounting students since most of the 4-year schools will require their business majors to complete their accounting on their campus and not accept transfer units other than as elective units.

Program Goal #1:

We have been offering a very high quality accounting program based upon the principle that students who finish will know what they are doing and will have a solid foundation upon which to build. I plan to keep it that way and not follow any "dumbing down" of requirements.

Short Term Objectives for this goal (1996-1998)

We will follow the recommendations of the 1997 California Change Committee whatever those recommendations will be.

Medium Term Objectives for this goal (1998-2000)

Again, whatever statewide changes are recommended by the 1997 Commission will be followed.

Long Term Objectives for this goal (2001 and beyond)

Survival of our present program.

Specific Activities in Support of Goal #1

Assuming current budget realities

N/A

Assuming reasonable and new sufficient funding

N/A

Personnel and Staffing Requirements to Meet This Program Goal

If I am trying to maintain the present program, we need no more personnel than we already have and our present budget is sufficient with increases needed only for inflation.

Facilities/Equipment Requirements to Meet This Program Goal

N/A

Fiscal Requirements to Meet This Program Goal

Present budget plus increases for inflation.

Program Goal #2

Make changes in the course content in Accounting 102 to include instruction in the use of several different general ledger software programs.

Short Term Objectives for this goal (1996-1998)

Same as present course outlines.

Medium Term Objectives for this goal (1998-2000)

As computers and printers become available in the accounting classroom we will add software programs in addition to those computerized problems which are included with the textbooks.

Long Term Objectives for this goal (2001 and beyond)

Our two-year students or returning students will not only know the accounting principles which can be applied to any software program but will have had some training on several of the popular general ledger programs which may currently be on the market or which may appear in the intervening years.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. The course objectives for Accounting 102 will remain as they are.

Assuming reasonable and new sufficient funding

1. Hands on use of general ledger software programs in the classroom in addition to the learning of the accounting principles involved.

Personnel and Staffing Requirements to Meet This Program Goal

If we are able to maintain our present offering of courses, then we would need additional part-time employees just as we presently do. Much depends upon how much of the present accounting offerings can be matriculated to the various 4-year schools to which our future students will decide to attend, and there is no way of predicting which schools these will be.

Facilities/Equipment Requirements to Meet This Program Goal

20 computers and printers, tables, chairs, overhead projectors, rights to use software programs for instruction purposes, paper, ink jet cartridges, and all the other supplies currently required by our computerized classrooms including the rewiring of the floors and overhead lights.

Fiscal Requirements to Meet This Program Goal

Additional budget requirements of \$125,000.

Meeting the College's Vision

We will see that our students who successfully pass a course have the needed skills to further their education or to compete for employment.

Activities in Support of Each Vision Goal Statement.

Adequate selection of textbooks, adjunct faculty, and thorough presentation of course content.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

All faculty involved in the teaching of accounting courses will need access to considerable time and money to maintain currency.

Professional development needs (e.g., training, renewal, conferences)

- Conferences: a minimum of two per year for each instructor involved in the teaching of accounting at a cost of \$1,500 per conference.

Data and Information needs to stay current and aware of trends

\$1,000 per year for the purchase of new software programs, journals, and periodicals.

Technology needs for instructional delivery, program and professional development

Computers, printers, and software programs.





Educational Master Plan

1996 - 2001

ANTHROPOLOGY

Social and Behavioral Sciences Division

Program EMP Team Members

Roger E. Basham

Part time faculty

Description of Combined, Overall Key Goals for Program

To provide the highest quality Anthropology program possible, including but not limited to an initial program review, continuing development of a multi-media approach to data presentation, and development and implementation of a computer aided study program.

Program Goal #1:

To provide a lower division Anthropology program which equals that of a four-year college or university. The goal includes providing similar course offerings, excellence in presentation, and the most stimulating of learning environments both in and out of the classroom.

Short Term Objectives (1996-1998)

1. To provide the Anthropology faculty members with the necessary teaching resources.
2. Add a minimum of one additional day and night class each semester to the schedule of classes.

Medium Term Objectives (1998-2000)

Each course in the Anthropology program will be updated on a two year basis for content, current relevance, cultural diversity, and the most current teaching resources.

Long Term Objectives (2001 and beyond)

Students taking the Anthropology program at College of the Canyons will be able to transfer to a campus of the State College or University system with all of the lower division Anthropology course requirements met.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Funding is not available for the hiring of additional part-time faculty to offer the necessary courses to equal the variety which is available at the four-year college level.
2. Funding for the Anthropology program is approximately 80 cents per student in the program per year, based upon a yearly equipment and supply budget of \$500.00. It probably is not possible to offer the most stimulating of learning environments within the limitations of the current Anthropology budget.
3. Faculty members will be provided with the maximum amount of necessary teaching resources within the limitations of the supply and equipment budget.
4. Review the lecture content, textbooks, handouts, and audio-visual materials for each Anthropology course.
5. Review lower division course offerings at other community colleges of comparable size to College of the Canyons.
6. Review lower division course offerings at primary 4-year institutions which students from College of the Canyons transfer to for an advanced degree.

Assuming reasonable and new sufficient funding

7. Additional part-time faculty will be hired to teach the required number of courses to bring the Anthropology program in line with that of four-year institutions.
8. Sufficient funding will provide both faculty and students with up-to-date teaching and learning resources for maximum stimulation and learning value.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities # 1-2 will require additional funding.
2. Activity #3 is a currently on-going process based upon the present budget and requires no additional staffing.
3. Activities #4-6 require no additional staffing but will require 10 hours of released time.
4. Activity #7 will require additional funding for part-time instructors.
5. By 2001 a second full-time Anthropology instructor should be hired.

Facilities/Equipment Requirements to Meet This Program Goal

1. Activities #2-3 will require new funding to provide faculty and students with basic and state-of-the-art equipment, such as video equipment (VCR, Monitors, Laser Disk Player, Video Projector) audio (Cassette Tape Player/Recorder, Speaker system, Amplifier), and Computer with CD-Rom capability. Additional skeletons and fossil skulls are also needed.
 2. Current teaching facility in room L-102 should be updated in the following ways--replacement of student desks; new movie screen; replaced brown chalkboard with white marking board; basic floor and wall repairs and repainting.
 3. Room L-103 should be returned to its former seminar/conference/mini-lab format and equipped with a VCR and Monitor.
1. Facilities/Equipment Requirements #1 and #3 will require new funding for equipment. Cost estimates have not yet been determined, but would be under \$20,000.

2. Facility Requirement #2 is currently planned for and in the budget for remodeling.
3. Facility Requirement #3 is currently planned for and in the budget for remodeling.
4. Furniture for Facility Requirements #2 and #3 need additional budget funds.
5. Staffing expense for one additional full-time position by 2001; a minimum of 5 additional classes per year to be taught by part-time faculty members from 1998-2000, and; the addition of 4 classes per year from 1996-1998.

Program Goal #2:

Total review of the Anthropology program at College of the Canyons, including but not limited to a review of the courses taught, methods of instruction, equipment/supplies/and facilities, and student needs.

Short Term Objectives (1996-1998)

During the Spring 1996 semester an Anthropology program review is scheduled to take place.

Medium Term Objectives (1998-2000)

Check program review for any necessary revisions and update as necessary.

Long Term Objectives (2001 and beyond)

Complete a second review of the Anthropology program at College of the Canyons in terms of same criteria as stated in Program Goal #2.

Specific Activities in Support of Goal #2

Assuming current budget realities

Undertake a systematic review of the Anthropology program at College of the Canyons to ensure the contemporary relevance of the content of each course in the program.

Assuming reasonable and new sufficient funding

New funding not required to meet Goal #2.

Personnel and Staffing Requirements to Meet This Program Goal

1. Present faculty can meet requirement of Goal #2.
2. Instruction Office to supply information on student load for Anthropology program.

Facilities/Equipment Requirements to Meet This Program Goal

Information required available through Office of Instruction and the Computer Center on campus. No additional funding required.

Fiscal Requirements to Meet This Program Goal

No additional cost involved to meet Goal #2.

Program Goal #3:

The development of a multi-media teaching approach to data presentation including the development of a computer aided study program.

Short Term Objectives (1996-1998)

1. Purchase of additional video programs related to the field of Anthropology. Obtaining free video programs which are made available from textbook publishers.
2. Purchase of VCR and Monitor for L-102.
3. Purchase of new video projector for L-102.
4. Purchase of new movie/video screen for L-102.
5. Purchase of tape deck for audio programs for L-102.

Medium Term Objectives (1998-2000)

1. Purchase of CD Rom and other computer programs related to the field of Anthropology. Obtaining of free software from textbook publishers.
2. Purchase of VCR, Monitor, and screen for L-103.
3. Purchase of Laser Disk player for L-102.

Long Term Objectives (2001 and beyond)

1. Development, completion, and use of a variety of teaching packages which have been placed on CD Rom. These out-of-class independent study packages will allow the instructor to have more in-class time to develop key topics, lead discussions, and present video programs.
2. Computer oriented tutorial programs for each course offering will be made available to the degree that they have been developed by textbook publishers or other sources of computer software.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Within the limitation of the current Anthropology budget of \$500 per year it is unlikely that any changes will be made in material presentation. The current practice of lecturing plus the showing of films and videos will continue unchanged.
2. Additional video programs will be purchased within the limitations of the current budget, and free video programs will be obtained from textbook publishers.
3. None of the hardware to support Goal #3 can be purchased based upon the current budget.

Assuming reasonable and new sufficient funding

4. The equipment to achieve Goal #3 will be purchased and installed.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities #1-2 can be fulfilled with current teaching staff.
2. Activity #4 can be fulfilled with current audio-visual and maintenance staff.

Facilities/Equipment Requirements to Meet This Program Goal

1. Video software can be purchased in a limited amount based upon the current budget.
2. Computer software will require additional funding.
3. All hardware (VCR, Monitor, Laser player, etc.) will require additional funding.

Fiscal Requirements to Meet This Program Goal

1. Current budget of \$500 will allow for the purchase of approximately 10 new video programs per year.
2. A one-time budget expenditure of approximately \$20,000 will be required to provide the necessary hardware equipment. A continuing budget of at least \$1500 per year will be necessary to provide the latest software (video, laser disk, computer programs, CD Rom) to support Goal #3.

Meeting the College's Vision

The Anthropology program master plan will endeavor to provide the faculty and student body with the most current written, video, and computer information possible in order to present an up-to-date program of study. The effectiveness of the Anthropology program will be continually monitored in order to assess student retention and transfer success at the four-year college level. The Anthropology program is uniquely suited to relate to student and cultural diversity and every attempt will be made to continue to introduce Anthropology students to multi-cultural and heterogeneous social behaviors. In order to address the needs of terminal, transfer, life-long, etc. students, the Anthropology program will be reviewed, at a minimum, every two years, and a full program review will be done every six years.

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

In order to meet the various goals of the Anthropology program, a variety of forms of help will be required in order that the goals may be successfully implemented and achieved. One means of promoting success would be through an instructor's access to a sabbatical leave. The college also needs to accept full responsibility for funding of faculty travel to conferences, workshops, and additional course work (such as offered through the UCLA Extension Center). A full-time support position needs to be added in both the audio-visual and graphics departments to help faculty with program development. Equipment and training for multi-media and computer learning programs needs to be made available to the faculty. The success for the achieving of the various goals which have been stated for the Anthropology program lies heavily with the ability of the Administration to support and fund the program to the necessary level.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and professional development

N/A



Educational Master Plan Table of Contents



Educational Master Plan

1996 - 2001

BUSINESS LAW

Social and Behavioral Sciences Division

Program EMP Team Members

Lea Templer

Description of Combined, Overall Key Goals for Program

Business Law is a very small program. Enrollments are quite stable by having a morning and an evening section each semester. As transferring institutions only accept one semester of Business Law from community colleges, the need for this program to change is not very big. Its overall goal is maintenance of present enrollment levels with a potential increase in sections as the enrollment of the college increases.

Program Goal #1

Maintaining and possibly increasing class sections as enrollments at COC increase. Business Law enrollments have been quite stable for the last 5 years and should slowly increase as COC grows.

Short Term Objectives for this goal (1996-1998)

Keep offering a morning and an evening section of Business Law 211 each semester.

Medium Term Objectives for this goal (1998-2000)

Add one section every two years to deal with increased enrollments at COC.

Long Term Objectives for this goal (2001 and beyond)

Add one section per year to meet increased enrollments at COC.

Specific Activities in Support of Goal #1

Assuming current budget realities

Keep offering two sections each semester.

Assuming reasonable and new sufficient funding

Start adding sections - one every two years at first and then one per year afterwards.

Personnel and Staffing Requirements to Meet This Program Goal

1. Offer more sections to adjunct faculty members who teach this course.
2. Eventually have enough sections to create a full-time position (long away).

Not presently in budget.

Facilities/Equipment Requirements to Meet This Program Goal

1. Need classroom to teach additional sections of this course. Not presently in budget.

Fiscal Requirements to Meet This Program Goal

1. Funds to pay adjunct faculty members who would teach additional sections of this course. Not presently in budget.

Meeting the College's Vision

Having Adjunct Faculty teach Business Law 211 has always ensured that currency is dealt with on a regular basis. Effectiveness is checked by examining the data available from the Institutional Development Department. Diversity is encouraged by offering this course at different times to meet different students' needs. Assessment is dealt with transferring institutions as this course is the first of two needed for students desiring a business degree. Constant feedback is obtained from these transferring institutions as to the success of the students.

Professional Development Requirements

1. Having Adjunct Faculty be involved in staff development activities such as Flex and other workshops, conferences should always be encouraged.
2. The teaching faculty for Business Law should be made aware of the data that is produced on campus to enable them to improve their teaching/completion and passing ratios.

AT PROGRAM LEVEL: Name of Program - BUSINESS LAW

FALL TERM DATA	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
PROGRAM CHARACTERISTICS					
Total number of Courses Offered	2.00	2.00	2.00	2.00	2.00
Total Number of Courses Made	2.00	2.00	2.00	2.00	2.00
Number of Students Completing	67.00	75.00	51.00	66.00	59.00
STUDENT OUTCOMES					
% Completion	88.5%	88.2%	84.4%	95.8%	86.7%
% Passing	86.1%	85.9%	78.3%	86.4%	81.1%

■ Educational Master Plan Table of Contents



Educational Master Plan

1996 - 2001

BUSINESS

BUSINESS MANAGEMENT

BUSINESS MATH

Social and Behavioral Sciences Division

Program EMP Team Members

Carl Buckel

Dennis Bauwens

Description of Combined, Overall Key Goals for Program

The Business Department at COC attempts to provide students with a broad-based program of study which will equip them to function successfully in the business world. To compete effectively in the 21st century will require that students take a global business perspective. We envision a process whereby we will continue to "fine-tune" our current domestic and international course offerings with the goal of eventually integrating both into a truly global curriculum.

Program Goal #1:

To provide students with a comprehensive understanding of global business practices, which will equip them with the skills necessary to compete in the changing business world.

Short Term Objectives for this goal (1996-1998)

To enhance the existing business program to provide students with an understanding of both the domestic and international business environments.

Medium Term Objectives for this goal (1998-2000)

To develop a vehicle for surveying students, businesses, colleges, governmental entities, etc., in order to determine what specific courses will satisfy their needs.

Long Term Objectives for this goal (2001 and beyond)

To have in place a fully integrated global business curriculum that meets the needs of interested parties

and provides state-of-the-art business instruction.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Review current course outlines to see where an international component or emphasis can be added.

Assuming reasonable and new sufficient funding

1. Continue to offer existing "domestic" and "international" business courses, and attempt to offer at least one section each semester both day and evening.
2. Construct a survey which will identify the curriculum needs of students, industry, government, and transfer institutions.
3. Be responsive to the needs identified in the survey. This may require the development of new courses (such as "Competing in the North American Common Market"), short courses (such as "Exporting to the Emerging Markets of S.E. Asia"), or a weekend college program.
4. Tour and inspect 4-6 other college campuses which have been successful in implementing a global business curriculum to see how they succeeded.
5. Tour and inspect 4-6 businesses that are successfully competing in the global environment to see what can be learned that will enhance our global curriculum.

Personnel and Staffing Requirements to Meet This Program Goal

1. Activities #1, 4, and 5 require no additional staffing.
2. Activity #1 will require additional (adjunct) instructors to cover whatever new sections are added.
3. Activity #2 will require approximately 20% release time for an individual for 2 semesters to develop the survey instrument, help administer it, and interpret the results.
4. Activity #3 may require additional release time, or the hiring of an additional full-time faculty member, depending upon the extent of curriculum development necessary, and the number of new courses offered.

Facilities/Equipment Requirements to Meet This Program Goal

Activity #3 will require approximately \$4,000 for an up-to-date computer system with Internet access, CD-ROM drive, printer, and appropriate software.

Fiscal Requirements to Meet This Program Goal

1. Activity #1 will require approximately \$1,800 per new section offered for adjunct instructors.
2. Activity #2 will require release time as stated.
3. Activity #3 may require additional release time or the hiring of a full-time faculty member at approximately \$45,000 per year plus fringe benefits.
4. Activities #4 and 5 will require approximately \$5,000 for the site visits and write-ups. An on-going budget of approximately \$1,000 per year will be needed to continue with 1-2 campus and industry visits per year.

Program Goal #2:

To develop and activate an on-going marketing program that will continually increase student enrollment in COC's business program.

Short Term Objectives for this goal (1996-1998)

To develop and implement an interim marketing strategy to increase enrollment in the existing program by 100%.

Medium Term Objectives for this goal (1998-2000)

To develop a long-term marketing modus operandi that will effectively interrelate the general business, work-experience, and career planning programs to ensure that students receive the proper education, work exposure, and career focus that satisfies their needs.

Long Term Objectives for this goal (2001 and beyond)

To have in place an on-going marketing and educational strategy that will continue to increase student enrollment a minimum of 20% per year.

Specific Activities in Support of Goal #2*Assuming current budget realities*

Structure a retrieval system that will indicate the "degree of importance" various types of students place on the necessity to take business courses.

Assuming reasonable and new sufficient funding

1. Structure a survey technique to determine the educational needs and interests of various types of students related to domestic and/or inter-national business activities.
2. Tour the programs of at least 4 other campuses on the west coast to learn about their marketing program and delivery systems.
3. Generate meetings, conferences, and other articulation with students, businesses, colleges, and high schools to obtain their interest, support, and involvement in our marketing plan.

Personnel and Staffing Requirements to Meet This Program Goal

Activities #1, 2, and 3 require no additional staffing requirements, but will require approximately 20% release time for 1 semester to (1) develop, incorporate, and interpret the marketing techniques and (2) obtain support of involved educational institutions, local businesses, and industry.

Facilities/Equipment Requirements to Meet This Program Goal

Activities #1, 2, and 3 will require approximately \$3,000 for one computer system, one overhead transportable projector, a projection video system, and one CD-ROM 5X speed player or equivalent.

Fiscal Requirements to Meet This Program Goal

1. Activities #1, 2, and 3 will require approximately \$500 per year for periodicals and journals not now received.
2. Activity #3 will require approximately \$3,000 for site visits and write-ups, as well as an on-going maintenance and updating budget of approximately \$3,000 per year beginning with the third year.

Meeting the College's Vision

As business prepares for the changing realities of the 21st century, COC's business program will ensure that our students have the skills to compete. Our intended global curriculum emphasis will provide students with the sensitivity and appreciation of cross-cultural differences in business.

Activities in Support of Each Vision Goal Statement.

1. In support of COC's goal of "program currency", the faculty responsible for the business program will continuously perform activities to improve the marketing strategy as well as the updating of curriculum and course content.
2. To advance the "effectiveness" focus, it is the intent of the faculty supporting the business program to continuously have the internal career education and work experience programs, local higher and lower educational institutions, business organizations, and business-oriented students participate in the review of the effectiveness of our business marketing & curriculum programs.
3. From a "diversity" emphasis, the business program staff intends to participate and support overall college activities to encourage enrollment of all cultural and ethnic groups.
4. Business faculty will support and address the area of "assessment" by continually evaluating and determining information and data needs to ensure that (1) the course content of the general business curriculum and (2) the marketing technology and methodology effectively fulfill their function of assuring that both areas meet the business needs of the profession, industry, employers, and especially the students.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

See Fiscal Requirements to Meet Our Program Goals.

Professional Development Requirements

To assist in COC's endeavor, both full-time and adjunct faculty will require the expenditure of resources to maintain "currency".

Professional development needs (e.g., training, renewal, conferences)

A budget of approximately \$1,600 per year to attend conferences and/or workshops, especially in the area of global business.

Data and Information needs to stay current and aware of trends

As was previously stated, a budget of approximately \$500 per year for periodicals and journals not now received.

Technology needs for instructional delivery, program and prof. dev.

A budget of approximately \$500 per year for computer software and other technology upgrades, such as CD-ROMs.



Educational Master Plan

1996 - 2001

ECONOMICS

Social and Behavioral Sciences Division

Program EMP Team Members

Lea Templer

Description of Combined, Overall Key Goals for Program

The Economics Department has grown in the past ten years from six (6) sections per academic year to fourteen (14) sections in 1995/96. The following courses are offered on a regular basis: Macroeconomics (210), Microeconomics (202), Survey of Economics (150 as CTV), Economic History of the United States (Econ. 170/History 170). Both Macroeconomics and Microeconomics are offered both in the fall as well as the spring semester, and Macroeconomics is regularly offered during summer school.

The overall key goals for this department include reviewing and updating the content of each course, reviewing the course offerings for each semester, and adding sections as the student body increases. Staying in touch with transferring institutions to be aware of changes for transferring students is always important as a goal and may become more important in the future as economic courses may need to be adapted to meet the transferring student needs.

Program Goal #1

Reviewing and updating the content of each course offered at COC in Economics. Economics is an ever-changing field. Transferring institutions are changing the course content and presentation (use of technology be incorporated) in existing courses and creating new courses as the needs change. It is important that COC keep up with these changes.

Short Term Objectives for this goal (1996-1998)

1. Review course outlines to meet the changing needs.

- Macroeconomics 201 - update
- Microeconomics 202 - update
- Survey of Economics 150 - meet CSUN new requirements - separate from CTV 150
- Economics History 170 - maybe split into two courses or offer a more updated course dealing with the 20th century

2. Survey new and available technology to incorporate in classroom presentations and to improve student learning experience.

- books
- software
- videos
- video disks
- CD's

Medium Term Objectives for this goal (1998-2000)

1. Keep update and reviewing course content.
2. Incorporate new technology in class presentation.
3. Encourage students to use new technology in computer labs and learning center.
4. Use computer lab as a classroom for learning environment.

Long Term Objectives for this goal (2001 and beyond)

1. Keep looking for new ways to improve learning in classroom.
2. Keep updating material as the subject matter changes.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Request educational materials from publishers
 - books
 - computer software
 - videos
 - video disks
 - CD's
2. Survey other colleges and universities for materials and technology already available which can be shared.
3. Have software available in IRC - Computer Lab
4. Use computer in office and existing equipment (video disk player) in classroom
5. Learn to use existing equipment on campus.

Assuming reasonable and new sufficient funding

1. Incorporate new computer software and technology in classroom presentations.

2. Need software and hardware expertise to assist faculty in learning how to use existing and new technology.

Personnel and Staffing Requirements to Meet This Program Goal

1. Need more personnel in computer lab to assist students and faculty.
2. Have students use more updated computers to do simulation in learning the course content.

Not presently in budget for this department - college budget issue.

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional computers/servers to facilitate learning course content.
2. Making available computer lab for occasional visits by classes in a closed environment for simulations.
3. Video equipment and computer in classroom
 - Without need to move equipment from storage or office
 - To be able to do presentation - i.e., using PowerPoint.

Not presently in budget for this department - college budget issue.

Fiscal Requirement to Meet This Program Goal

1. Both for the department and the College:
 - Have video and computer link in the classroom.
 - More computers/servers.
 - Software training/hardware training.

Program Goal #2

Better distribution of course offerings each semester. As the needs of transferring students and institutions change, the department needs to review the number of sections of each course available to the students each semester. I.e., CSUN now requiring a Survey of Economics course rather than the yearly sequence.

Short Term Objectives for this goal (1996-1998)

1. Review enrollment for the past and present.
2. Keep communication open with transferring institutions and other community college faculties.
3. Keep open communication with program advisors/counselors/students regarding student goals, needs, transfer goals, registration patterns.

Medium Term Objections for this goal (1998-2000)

1. Stay on top of changing needs.

2. With enrollment data available - change patterns of offerings as needs change.
3. Very course offerings to establish strong program.

Long Term Objectives for this goal (2001 and beyond)

1. Maintain strong variety of course offerings to meet student and community needs.
2. Be willing to adapt.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Vary course offerings and stay within number of sections.
2. Offer enough sections to meet student needs.

Assuming reasonable and new sufficient funding

1. Add sections to give more choices to enrolling students.

Personnel and Staffing Requirements to Meet This Program Goal

By adding new sections, need more adjunct faculty.

Not in budget presently, but would need more funds to hire adjunct faculty.

Facilities/Equipment to Meet This Program Goal

If more sections, more adjuncts, more classroom space would be needed.

Not in budget presently, but would need to be considered given existing space.

Fiscal Requirement to Meet This Program Goal

If adding sections, more adjunct, faculty - salary of adjunct faculty member/s

Not presently in budget, but would need to be considered.

Program Goal #3

Adding additional sections to allow program to grow with student enrollments.

Short Term Objectives for this goal (1996-1998)

1. Add a section of Economics 150 each semester to meet CSUN new transfer requirement.
2. Reevaluate which courses to offer each semester besides Economics 150.
3. Department to grow to 16 sections.

Medium Term Objectives for this goal (1998-2000)

1. Add one section of Economics 201 and 202 each year.
2. Add one section of Economic History 170 for the spring semester.

3. Department to grow to 19 sections.

Long Term Objectives for this goal (2001 and beyond)

1. Add one section of Economics 150 each semester.
2. Request full-time faculty with Economic History background to add variety in offerings.
3. Department to grow to 21 sections.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Shuffle course offerings to offer more variety.
2. Split Economic History 170 to pre-WWI and post-WWI, offered different semesters, or create a new 20th Century Economic History course.

Assuming reasonable and new sufficient funding

1. Add sections to offer a better menu of courses.
2. Hire more adjunct faculty with varied backgrounds.
3. Hire full-time faculty member in long run.

Personnel and Staffing Requirements to Meet This Program Goal

1. Add adjunct faculty in short run.
2. Add full-time faculty in long run.

Not in budget yet - would require more funding.

Facilities/Equipment Requirements to Meet This Program Goal

1. Additional classroom space.
2. Additional computer hardware/software/servers.

Not in budget yet, would require more funding.

Fiscal Requirements to Meet This Program Goal

1. As sections are added, more adjunct faculty would have to be hired.
2. Eventually full-time faculty would have to be hired.
3. Computer/software/office space would be required.

Not in budget yet, would require more funding.

Meeting the College's Vision

Activities in Support of Each Vision Goal Statement

Currency : As mentioned in the first goal for this department, staying current is the first priority. Attending conferences, workshops, keeping in touch with publishers, with other community colleges and transferring institutions to keep up with changing content and technology.

The use of new technology in the classroom becomes the second priority. By introducing videos/video disks/CD's/computer simulations the students will be able to better appreciate the importance of the material being taught.

Effectiveness : Continued improvements in student retention by working to possibly research and develop better prerequisites and better student preparation as well as improved student outcomes.

Better passing outcomes by having the students use the computer lab in the IRC and have access to more computers/servers (hardware and software) for their learning process.

Open communication with the community as to its needs for students of economics.

Diversity: Help to reach out to a diverse student population by insuring better preparation to succeeding in economic courses by reviewing prerequisites on a regular basis and adjusting the prerequisites as needed.

Assessment: Keep open communication with transferring institutions to ensure that our students succeed in follow-up classes because of good preparation as well as in the use of the material already learned when applied to other subject matters.

Be willing to be flexible to adapt to changing transferring institutions' needs.

Ensure that we are doing a good job and continue to do so by contacting students in follow-up surveys in preparing them for upper division coursework as well as for professional work needs.

Survey the community to ensure that we are meeting the needs of local employers and adapt to their needs as they change.

Personnel, facilities, fiscal, data and programmatic requirements

1. Always having available data to ensure that our enrollments, completion and passing statistics are available is vitally important.
2. The ability to travel to attend workshops, conferences, training sessions must be maintained to guarantee currency and effectiveness.
3. Additional personnel to do some of the training of new technology is vital.
4. Maintenance of existing and new equipment (hardware and software) is a must.

Professional Development Needs

1. More internal and external training needs to be encouraged of all of the staff on campus.
2. Attendance of workshops, conferences and training sessions should be encouraged further.
3. Funding needs to be increased to accomplish this need.
4. Developing a staff technology training center on campus with updated equipment (hardware and software) is a must, with properly trained staff to guide and teach and develop new techniques given the existing technology.

Data and Information Needs to Stay Current and Aware of Trends

1. More information, more surveys, from Institutional Development Department.
2. More conferences to meet others doing the same thing.

Technology needs for instructional delivery, program and professional development not covered in current budget

1. Create a staff technology/training center on campus with the latest equipment with a properly trained technician to answer questions and guide the faculty and staff to meet our needs.
2. Have the center in a centrally located place where access is always available.
3. Computer, software, video-making equipment, as well as other equipment which can be used in the classroom needs to be available for training and then incorporated in classroom presentations.
4. Classroom computers and video delivery systems need to be in each classroom to facilitate instruction and maintenance (rather than having to constantly move VCRs, which has to be damaging, and is hard to do).
5. Have Internet access in the classrooms to be incorporated in classroom presentations.





Educational Master Plan

1996 - 2001

HISTORY

Social and Behavioral Sciences Division

Program EMP Team Members

Dr. Bradley Reynolds

Michael Dermody

Description of Combined, Overall Key Goals for Program

N/A

Program Goal #1

To maintain as a minimum the number of sections currently offered by the department.

Specific Activities in Support of this Goal

Some of the activities that might be undertaken to meet this goal include review with the division chair and the dean of instruction the importance of the various offers in the department regarding transfer requirements.

Program Goal #2

To offer at least one section of each course each semester including summer.

Short Term Objectives for this goal (1996-1998)

To add at least one new section of any course not currently offered in the fall, spring or summer.

Medium Term Objectives for this goal (1998-2000)

To add at least one section for each class not currently offered in the fall, spring and summer.

Long Term Objectives for this goal (2001 and beyond)

To offer at least one section of each class in the department each semester in the day and in the evening.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Lobby to have courses that are underenrolled replaced with history sections that will fill.
2. Replace some history 150 sections with those sections not currently offered each semester.

Assuming new and sufficient funding for the department

1. Offer at the minimum one section of each class each semester and the summer.
2. Offer at least one section of each class during the day and at night.

Personnel and Staffing Requirements to Meet This Program Goal

None, if 3.1 and 3.2 above are followed.

To keep the current offerings and to additionally offer at least one section of those classes not currently offered each semester and summer would require adding about thirty new sections (ten more for fall, spring and summer each). That would require the addition of approximately two full-time faculty members or a minimum of four adjunct faculty.

Fiscal Requirements to Meet This Program Goal

At the least, the District would need to add ten sections to the history offering each semester.

Program Goal #3

To hire a full-time faculty member for each five sections currently being taught by a member of the adjunct staff.

Short Term Objectives for this goal (1996-1998)

To move current full-time faculty who are teaching outside of the discipline back to the discipline.

Medium Term Objectives for this goal (1998-2000)

To hire a new full-time historian.

Long Term Objectives for this goal (2001 and beyond)

To hire enough full-time historians to teach most of the offerings in the department.

Personnel and Staffing Requirements to Meet This Program Goal

At present, about fifteen sections in the history department are filled by adjunct faculty. At the very least, the department could use two new full-time historians, and probably three if the other objectives regarding department expansion are met.

Program Goal #4

To increase the offers by the department to include all geographic areas and peoples, most notably in the areas of Asia and Africa.

Short Term Objectives for this goal (1996-1998)

To initiate at least one section of a course not currently provided at COC

Medium Term Objectives for this goal (1998-2000)

To offer at least one new section in history each semester.

Long Term Objectives for this goal (2001 and beyond)

To offer at least one course in each of the new sections each semester and in the summer both during the day and in the evening.

Specific activities to support goal #3

Assuming current budget realities

1. Lobby to have courses that are underenrolled replaced with the new history sections.
2. Replace some history 150 sections with the new offerings.

Assuming new and sufficient funding

1. Offer at the minimum one section of each new class each semester and in the summer.
2. Offer at least one section of each class during the day and at night.

Personnel and Staffing Requirements to Meet This Program Goal

To hire persons highly qualified to teach the new offers. The number of people needed will depend on the number of courses actually offered, and the expertise of those faculty currently teaching in the department.

Facilities/Equipment Requirements to Meet This Program Goal

To secure new maps and other teaching aids as necessitated by the addition of new courses.

Fiscal Requirements to Meet This Goal

It will be necessary to secure funding to hire new adjunct faculty who are experts in the new areas offered.

Program Goal #5

To increase the diversity of the history faculty.

Short Term Objectives for this goal (1996-1998)

To hire adjunct faculty of greater ethnic and gender diversity.

Medium term objectives for this goal (1998-2000)

To hire a full-time faculty member who will help achieve the ethnic/gender balance within the department.

Program Goal #6

To develop closer ties to the history faculty at local high schools and four year colleges to which COC students primarily transfer.

Short term objectives for this goal (1996-1998)

To establish contact with the faculty at local high schools and local senior institutions to initiate dialogue on what concerns we each have the need for shared information.

Medium term objectives for this goal (1998-2000)

To establish a specific plan to better coordinate activities between the different segments of the educational process.

Long term objectives for this goal (2001 and beyond)

To institutionalize meetings between the different educational segments.

Fiscal requirements to Meet This Program Goal

May include money needed to pay for conferences related to the field.

Program Goal #7

To increase the compensation and benefits paid to the history faculty, especially the adjuncts, so as to attract the highest quality instructors.

Short term objectives to meet this goal (1996-1998)

To increase the compensation for history faculty, especially adjunct employees.

Medium term objectives to meet this goal (1998-2000)

To make the compensation for history faculty, full and part-time, at least equal to that of the faculty at the UC and CSU system.

Long term objectives for this goal (2001 and beyond)

To extend full benefits to the adjunct faculty.

Program Goal #8

To ensure that faculty have the tools and resources necessary to stay current in the field and to offer the highest quality of learning.

Short term objectives for this goal (1996-1998)

To encourage faculty to attend more conferences on teaching and technology.

Medium term objectives for this goal (1998-2000)

To secure for faculty the computers and other things necessary to stay current in the field.

Program Goal #9

To encourage critical thinking and writing in all history sections.

Program Goal #10

To increase the flexibility of the department's offerings.

Short term objectives for this program goal (1996-1998)

To investigate alternative delivery systems, such as college by television and staggered self paced learning programs, as a means of increasing the availability of department offerings.

Medium term objectives for this program goal (1998-2000)

To initiate or expand alternative means of delivery systems.

Specific activities in support of Program Goal #10

These include attending meetings and workshops related to alternative delivery systems, and replacing existing courses with alternative courses where possible.

Facilities/Equipment Requirements to Meet This Program Goal

Additional computers with Internet capability.

Meeting the College's Vision

The program goals will meet the college visions of currency and effectiveness by offering more courses that transfer, by providing more and varied courses that meet a wider variety of majors at senior institutions, by providing new and innovative delivery systems, and by requiring more writing and critical thinking in all course offerings. To achieve the college vision of diversity, the history department proposes to offer a greater variety of courses covering the history of all peoples, it proposes to diversify the ethnic and gender of the faculty, and it proposes to offer alternative delivery systems that will help students of varied backgrounds and needs reach their educational objectives. As for the college vision regarding assessment, the department proposes regular meetings with high school and four year college faculty to share ideas about evaluation, course offerings, and teaching methodologies that will assist in the assessment of the COC's history program and the needs of its clients.

Professional Development Requirements

History faculty should have the opportunity and financial resources to attend conferences and workshops related to various goals set forth above. They should additionally have access to e-mail and to the historical resources on the Internet. Since many faculty do not have computers modern enough to handle the Internet, the District will need to incur an initial cost for computer replacement. The amount of money needed for computers, training and conferences is unknown at this time, but the current amount offered to each faculty member of about \$75 per year for travel is clearly insufficient, as is the \$200 offered per year for instructional supplies.





Educational Master Plan

1996 - 2001

INFORMATION MANAGEMENT

Social and Behavioral Sciences Division

Program EMP Team Members

Kathleen Clements

Gloria McKimmey

Description of Combined, Overall Key Goals for Program

1. To be state-of-the-art with all hardware and software so that our department accurately reflects the technological changes in the business world.
2. To enlarge our facilities to accommodate larger classes and to equip and furnish them with state-of-the-art equipment
3. To hire as many personnel as needed to enlarge our daytime offerings.

Program Goal #1:

To constantly be upgrading to reflect state-of-the-art technology such as Internet access for all students.

Short Term Objectives for this goal (1996-1998)

Continue to secure funds for software and equipment upgrades.

Medium Term Objectives for this goal (1998-2000)

To secure funds for new equipment as necessary for all the classrooms.

Long Term Objectives for this goal (2001 and beyond)

To network all computers in the department and the tutorial center and continue to maintain state-of-the-art equipment and software.

Specific Activities in Support of Goal #1

Assuming current budget realities

We can only rely on VATEA funds for this objective.

Assuming reasonable and new sufficient funding

1. Ask for larger equipment budgets.
2. Ask for larger equipment and software budgets.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire a full-time computer tech.
2. Hire additional instructional aides.

Facilities/Equipment Requirements to Meet This Program Goal

Increase RAM in present computers or buy new computers with 16 mb RAM.

Fiscal Requirements to Meet This Program Goal

\$200,000.

Program Goal #2:

To enlarge facilities for larger classes (28 to 30 per room).

Short Term Objectives for this goal (1996-1998)

Increase size of present classrooms to accommodate another row of computers; purchase additional computers and furniture for these additional students.

Medium Term Objectives for this goal (1998-2000)

Same as above.

Long Term Objectives for this goal (2001 and beyond)

Same as above.

Specific Activities in Support of Goal #2

Assuming current budget realities

Nothing can be accomplished for this goal.

Assuming reasonable and new sufficient funding

Requests funds to design and create new classrooms.

Personnel and Staffing Requirements to Meet This Program Goal

N/A

Facilities/Equipment Requirements to Meet This Program Goal

Additional computers and computer furniture.

Fiscal Requirements to Meet This Program Goal

1. Do not know construction costs involved.
2. New computers and furniture would be approximately \$2,000 per additional station.

Program Goal #3:

To hire as many personnel as needed to enlarge daytime class offerings.

Short Term Objectives for this goal (1996-1998)

Add additional class offerings and hire additional personnel.

Medium Term Objectives for this goal (1998-2000)

Hire additional full-time instructor.

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #3

Assuming current budget realities

N/A

Assuming reasonable and new sufficient funding

Add two to five new class sections.

Personnel and Staffing Requirements to Meet This Program Goal

Hire part-time instructors to teach additional sections.

Facilities/Equipment Requirements to Meet This Program Goal

N/A

Fiscal Requirements to Meet This Program Goal

\$15,000

Meeting the College's Vision

The program will, via its proposed systemic review of course content and hardware and software upgrading, will help to advance the college's goal of program currency and effectiveness for the benefit of all our students. Computer skills are not only necessary to succeed in the business world, but have become survival skills in all facets of today's world. Our department goals are, therefore, consistent with the vision and mission of the college.

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

To keep current on all new software programs and hardware used in business.

Professional development needs (e.g., training, renewal, conferences)

Training

Conferences

Workshops

Data and Information needs to stay current and aware of trends

Ability to attend seminars, conferences, professional organization meetings, etc.

Technology needs for instructional delivery, program and professional development

State-of-the-art computers, software, projection equipment, scanners, CD-Roms, reference books, etc.





Educational Master Plan

1996 - 2001

INFORMATION MANAGEMENT

Social and Behavioral Sciences Division

Program EMP Team Members

Kathleen Clements

Gloria McKimmey

Description of Combined, Overall Key Goals for Program

1. To be state-of-the-art with all hardware and software so that our department accurately reflects the technological changes in the business world.
2. To enlarge our facilities to accommodate larger classes and to equip and furnish them with state-of-the-art equipment
3. To hire as many personnel as needed to enlarge our daytime offerings.

Program Goal #1:

To constantly be upgrading to reflect state-of-the-art technology such as Internet access for all students.

Short Term Objectives for this goal (1996-1998)

Continue to secure funds for software and equipment upgrades.

Medium Term Objectives for this goal (1998-2000)

To secure funds for new equipment as necessary for all the classrooms.

Long Term Objectives for this goal (2001 and beyond)

To network all computers in the department and the tutorial center and continue to maintain state-of-the-art equipment and software.

Specific Activities in Support of Goal #1

Assuming current budget realities

We can only rely on VATEA funds for this objective.

Assuming reasonable and new sufficient funding

1. Ask for larger equipment budgets.
2. Ask for larger equipment and software budgets.

Personnel and Staffing Requirements to Meet This Program Goal

1. Hire a full-time computer tech.
2. Hire additional instructional aides.

Facilities/Equipment Requirements to Meet This Program Goal

Increase RAM in present computers or buy new computers with 16 mb RAM.

Fiscal Requirements to Meet This Program Goal

\$200,000.

Program Goal #2:

To enlarge facilities for larger classes (28 to 30 per room).

Short Term Objectives for this goal (1996-1998)

Increase size of present classrooms to accommodate another row of computers; purchase additional computers and furniture for these additional students.

Medium Term Objectives for this goal (1998-2000)

Same as above.

Long Term Objectives for this goal (2001 and beyond)

Same as above.

Specific Activities in Support of Goal #2

Assuming current budget realities

Nothing can be accomplished for this goal.

Assuming reasonable and new sufficient funding

Requests funds to design and create new classrooms.

Personnel and Staffing Requirements to Meet This Program Goal

N/A

Facilities/Equipment Requirements to Meet This Program Goal

Additional computers and computer furniture.

Fiscal Requirements to Meet This Program Goal

1. Do not know construction costs involved.

2. New computers and furniture would be approximately \$2,000 per additional station.

Program Goal #3:

To hire as many personnel as needed to enlarge daytime class offerings.

Short Term Objectives for this goal (1996-1998)

Add additional class offerings and hire additional personnel.

Medium Term Objectives for this goal (1998-2000)

Hire additional full-time instructor.

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #3

Assuming current budget realities

N/A

Assuming reasonable and new sufficient funding

Add two to five new class sections.

Personnel and Staffing Requirements to Meet This Program Goal

Hire part-time instructors to teach additional sections.

Facilities/Equipment Requirements to Meet This Program Goal

N/A

Fiscal Requirements to Meet This Program Goal

\$15,000

Meeting the College's Vision

The program will, via its proposed systemic review of course content and hardware and software upgrading, will help to advance the college's goal of program currency and effectiveness for the benefit of all our students. Computer skills are not only necessary to succeed in the business world, but have become survival skills in all facets of today's world. Our department goals are, therefore, consistent with the vision and mission of the college.

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

To keep current on all new software programs and hardware used in business.

Professional development needs (e.g., training, renewal, conferences)

Training

Conferences

Workshops

Data and Information needs to stay current and aware of trends

Ability to attend seminars, conferences, professional organization meetings, etc.

Technology needs for instructional delivery, program and professional development

State-of-the-art computers, software, projection equipment, scanners, CD-Roms, reference books, etc.





Educational Master Plan

1996 - 2001

PHYSICAL EDUCATION

Social and Behavioral Sciences Division

Program EMP Team Members

Lee Smelser

Len Mohney

Diana Stanich

Description of Combined, Overall Key Goals for Program

To upgrade our physical education program, providing our students the optimum environment for the achievement of their goals.

Program Goal #1:

To maintain and possibly add to our high student retention by increasing the number of classes offered through the Physical Education Department.

Short Term Objectives for this goal (1996-1998)

1. Assess our current equipment to determine what and where our need exist.
2. Explore the possibility of using PE-12 as an extension of the weight room.
3. Review the curriculum to determine what new classes would be needed to enhance our Physical Education Major program.
4. Assess what additional facilities would be needed to enhance our Physical Education program.

Medium Term Objectives for this goal (1998-2000)

1. Establish budget based on restructuring of Physical Education program.
2. Add classes to the Physical Education Department.
3. Increase full time staff to handle the broadened curriculum of classes for the Physical Education program.

Long Term Objectives for this goal (2001 and beyond)

The Physical Education Department at COC has a definite need for more facilities and new equipment. The need for this upgrade is to keep us at least on the same level with other campuses throughout the state. If we are to set our goal towards excellent student retention, we need to make our facility the most desirable and the one that will provide our students with the optimum of educational experiences.

To accomplish this, we must either add another gym or expand the one we have. There is a need to upgrade our equipment, such as the cardio-vascular equipment in the weight room. Our equipment is out dated and often not working. The weight room needs a complete face lift which would provide a complete state of the art facility.

There is a serious need for outside courts, especially a tennis court. This is something that has been missing for a long time.

We need to hire two full time instructors and a full time department secretary that will help to provide the learning experience that we are striving to provide to the students.

The new instructors should carry with them an expertise in one sport for coaching and wide expertise in all aspects of an up and coming physical education department.

Enhancing our program to offer more classes and to provide additional classes for a Major program is a step in the right direction. We must offer and provide the best selection of classes for all needs.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Upgrade the equipment currently being used in the weight room.
2. Increase and upgrade the cardio-vascular equipment currently being used.
3. Enlarge our facilities.
 - a. Add an additional gym
 - b. Add dressing rooms
 - c. Add Racquetball courts
 - d. Add offices
4. Outside courts are needed to carry on classes:
 - a. Volleyball courts
 - b. Basketball courts
 - c. Tennis courts
5. Develop and propose physical education classes to be added:
 - a. Athletic training classes
 - b. Exercise Physiology class
 - c. Nutrition and exercise physiology

d. Health Education 100 - 1 class

e. Beginning swim class

f. Low impact aerobic classes

6. Develop and propose classes to enhance the Physical Education Major Program:

a. Introduction to Physical Education

b. Psychology of coaching

Personnel and Staffing Requirements to Meet This Program Goal

1. To accomplish the goal and objectives set forth for the Physical Education Department the following personnel and staffing would be needed:

a. Two full time instructors

b. One full time athletic secretary

2. These positions are currently not included as part of the existing budget. Future budgeting processes should take into consideration the addition of the above positions.

Facilities/Equipment Requirements to Meet This Program Goal

1. Addition of a gym, or the expansion of the current gym.

2. Tennis courts are needed, an area where we fall behind other educational institutions is our lack of outside athletic courts.

3. Upgrade our Cardio-vascular equipment in the weight room.

a. Tread-mill (in bad condition)

b. Three Stairmasters (adequate at best)

c. Four Lifecycles (very outdated)

4. Overhaul of our weight room to provide a complete fitness lab contributing to more professional instruction and facilities for our students.

5. The costs of these enhancements are not a part of the current budget, they should be included in the next budgeting process.

6. The costs of renovating the existing Physical Education Facilities has not been a part of the current budget. If we are to enhance our program and become the best we can be at providing a desirable atmosphere for the development of students and maintaining our high student retention, the costs of this goal and the needed facilities and equipment should become a part of the budget.

7. The renovating will be a mid term goal and therefore can be spread over more than one fiscal budget.

8. The new equipment needed can also be spread, however purchase of equipment can be a shorter term goal.

Fiscal Requirements to Meet This Program Goal

The requirements to meet the goal and objectives for our department are an unknown. The expense of the instructors and a department secretary are measurable based on salary structures. Equipment expense can also be factually determined. The expenses involved in the expansion objectives will need more in-depth research and planning due to the physical location and building requirements. This would entail a bidding process for an actual cost analysis.

Meeting the College's Vision

Currency:

It is essential that COC provide a staff and programs that will keep us up with and possibly exceeding those of other educational institutions. COC should aim at nothing less than being the best, second should not be an acceptable goal. To be the best, we will need what has been addressed in this Master Educational Plan.

- New state of the art equipment.
- Provide adequate classes for transfer.
- Enhancement of classes needed for Major Program.
- Utilizing full time instructors most effectively.
- Instructors will continue to keep abreast of new and innovative methods used to teach the various skills and classes.

Effectiveness:

It is not only important and necessary, but a responsibility for COC to accomplish the goal and objectives that have been established. We must excel in the area of retention of students and in providing them with the needed educational experience that will enable them to go forward in their endeavors.

- Retention of students through offering of classes.
- More classes to prepare for transfer to Universities.
- Keeping students skills well honed.

Diversity:

It is important that COC keep up with our ever changing environment when planning for the future. All instructors should look towards enabling themselves to be diverse in more than one discipline which will provide the students with a more professional education process.

Instructors should keep up with the current changes in methods utilized for enhancing the learning process of our students.

Activities in Support of Each Vision Goal Statement.

Currency:

- Purchase new equipment.
- Expand classes offered.
- Add classes for Major Program.

- Add two instructors in the Physical Education Department.

Effectiveness:

- Research and add classes to existing program.

Diversity:

- Instructors can attend seminars, conferences and classes to enhance their productivity

Assessment:

- Personnel will keep current with all 4 year institution requirements to ensure that needed instruction is provided to prepare students for transfer.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

1. Two full time instructors.
2. One full time department secretary.
3. Expansion/ addition of gym.
4. Addition of outside courts.
5. Acquire new state of the art equipment.
6. Use of technology were applicable.
7. Include all expenses in future budgeting processes.
8. Gather all needed information from available sources regarding: equipment, facilities, 4 year requirements, student preferences for expansion classes, student input on existing programs and how to improve what is sequential order the program requirements.

Professional Development Requirements

In order to remain current with the offered curriculum, instructors need to take a pro-active approach to learning. This would include keeping abreast of the new technological enhancements to learning, taking classes which provide new applications, seminars, conferences, and receiving all applications, seminars, conferences, and receiving all pertinent literature which could be of any benefit.

Professional development needs (e.g., training, renewal, conferences)

1. Any training classes offered.
2. Up to date listing of applicable seminars.
3. Programs developed to assist with changing environment issues and laws.
4. Notification of conferences applicable to discipline affected.
5. Forums for the sharing of ideas and concerns.

Data and Information needs to stay current and aware of trends

1. All statistical information pertinent to the development of class preparation.
2. All environmental issue information.

Technology needs for instructional delivery, program and professional development

New update equipment to enhance the learning and educational institutional experience.



Educational Master Plan Table of Contents



Educational Master Plan

1996 - 2001

POLITICAL SCIENCE

Social and Behavioral Sciences Division

Program EMP Team Members

Russell Richardson

Description of Combined, Overall Key Goals for Program

Teaching in the field of political science does not require a large amount of equipment or related resources. The key goals in this department are to provide the students with a variety of learning options and the highest quality of instruction. These goals will be most facilitated in the near and the long-term by providing additional staff members who can increase the variety and number of programs and courses offered.

Program Goal #1:

To provide students with the highest quality of instruction in the field of political science.

Short Term Objectives for this goal (1996-1998)

To improve communication between the department and its adjuncts.

To develop strategies for faculty development within the department.

Medium Term Objectives for this goal (1998-2000)

To hire an additional full-time instructor.

Long Term Objectives for this goal (2001 and beyond)

To add additional staff.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Distribute a departmental "newsletter" or "update" summarizing developments and changes in the department.
2. Hold an adjunct departmental meeting once a year for the discussion of teaching practices within the

field.

Assuming reasonable and new sufficient funding

1. Make a presentation to the staffing committee in support of an additional department member.

Personnel and Staffing Requirements to Meet This Program Goal

Achieving this goal requires an additional departmental member and additional funding.

Facilities/Equipment Requirements to Meet This Program Goal

None

Fiscal Requirements to Meet This Program Goal

New funds would need to be added to the budget to hire an additional instructor.

Program Goal #2:

To add more variety to the coursework options that students have in the field of political science.

Short Term Objectives for this goal (1996-1998)

None

Medium Term Objectives for this goal (1998-2000)

1. To submit at least one new course offering to the curriculum committee.
2. To add a course on minorities and women in politics.

Long Term Objectives for this goal (2001 and beyond)

To add additional course offerings as the student population grows.

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Review the course offerings at neighboring colleges and appropriate transfer institutions.
2. Prepare the appropriate documentation for submission to the curriculum committee.

Personnel and Staffing Requirements to Meet This Program Goal

For the coursework to become more varied, additional staff will need to be added.

Facilities/Equipment Requirements to Meet This Program Goal

None

Fiscal Requirements to Meet This Program Goal

Additional funding will be needed to add sections to departmental offerings.

Program Goal #3:

To provide students with extracurricular activities related to political science.

Short Term Objectives for this goal (1996-1998)

None

Medium Term Objectives for this goal (1998-2000)

To develop a model U.N. program.

Long Term Objectives for this goal (2001 and beyond)

To investigate other community college programs that provide extracurricular activities for students in the field of political science.

Specific Activities in Support of Goal #3

Assuming current budget realities

Given current budget realities we will not be able to add the departmental member necessary to act on this goal.

Personnel and Staffing Requirements to Meet This Program Goal

For the coursework to become more varied and for extracurricular activities to be developed, additional staff will need to be added.

Facilities/Equipment Requirements to Meet This Program Goal

None

Fiscal Requirements to Meet This Program Goal

New funds would need to be added to the budget to hire an additional instructor and to support student participation in extracurricular activities.

Meeting the College's Vision

The goals of the department directly undergird the goals of the College related to teaching and learning, human resources, institutional effectiveness, and cultural diversity. The selection of a staff of the highest quality is promoted by the hiring of more full-time teachers in the field of political science. By providing an expert staff the department is attempting to provide human resources that support excellent teaching and that lead to effective student learning. The department constantly evaluates and develops that staff in support of the greatest institutional effectiveness. In addition, the departmental curriculum and the development of new course offerings support the College's goals for responding to a diverse student population. All three goals support the College's vision of currency. These goals support superior workforce preparation, the maximization of resources, and the preparation of students for transfer. Simultaneously, the activities supporting these goals will enhance departmental and institutional effectiveness. Providing course offerings that specifically respond to the diversity of the student population supports the vision of diversity established by the College.

Activities in Support of the Vision Goal Statement.

1. Hire a new department member.
2. Design and add new classes to the departmental curriculum.

3. Design extracurricular programs for students.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

Funding will need to be allocated for the hiring of a new department member.

Professional Development Requirements

Developing new courses and extracurricular activities will require that instructors visit other campuses and, possibly, attend conferences to develop new expertise.

Professional development needs (e.g., training, renewal, conferences)

Developing extracurricular activities will require some training and travel for an instructor to become familiar with the mechanics of such programs.

Data and Information needs to stay current and aware of trends

Increasingly, students will have access to massive amounts of political information and data through the Internet. Many of them already have access through their home computers. The College should make this same information and data easily accessible to department members through an Internet connection for each department member and by providing the ability to link to the Internet from a home office.

Technology needs for instructional delivery, program and professional development

Internet Access





Educational Master Plan

1996 - 2001

PSYCHOLOGY

Social and Behavioral Sciences Division

Program EMP Team Members

Nancy Smith

Rebecca Shepherd

Stu Ferdman

Description of Combined, Overall Key Goals for Program

The overall goals for Psychology are incorporated within the concern for quality instruction. The faculty wish to continue to strengthen not only academic quality but to continue to address issues of multiculturalism, technology, the variety of course offerings and instructional methodology and delivery.

Program Goal #1:

To provide students with the highest quality of instruction available in psychology.

Short Term Objectives for this goal (1996-1998)

1. Hire a second, full-time faculty member in the department who will strengthen the offerings in physiological psychology by providing expertise and leadership in this area.
2. Continue to integrate materials and methods received from conferences and/or journals into the curriculum.
3. Share the above information and materials with the adjunct faculty and involve them more in appropriate decision making.
4. Work with new faculty member to orient him/her into the department and the college.

Medium Term Objectives for this goal (1998-2000)

1. Meet with colleagues at other institutions.
2. Attend more professional conferences.

3. Increase retention in classes by participating in the Early Alert project

Long Term Objectives for this goal (2001 and beyond)

Hire additional full-time faculty. Even with the hiring of an additional faculty member for 1996, over one-half of all psychology sections will still be taught by adjunct instructors. By 2001, this percentage will increase even more.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Activities are underway currently to hire a new psychology faculty member who will start in Fall, 1996.
2. Relevant materials are shared with appropriate adjunct faculty members.

Assuming reasonable and new sufficient funding

1. Purchase demonstration models and equipment for physiological psychology classes.
2. Attend professional conferences

Personnel and Staffing Requirements to Meet This Program Goal

1. Hiring of an additional tenure-track faculty member is in progress.
2. New funding would be required to hire additional full- or part-time faculty.

Facilities/Equipment Requirements to Meet This Program Goal

New demonstration models and/or equipment needs to be purchased for physiological psychology. Current department budget is not sufficient to allow for purchase of necessary materials.

Fiscal Requirements to Meet This Program Goal

1. An increase in the psychology budget is required. An annual addition of \$100 should be added to the guest lecturer fund and \$750 needs to be added for supplies. If the budget is not increased the necessary equipment, supplies, models, etc. cannot be purchased.
2. An increase in travel funding is required.

Program Goal #2:

To provide sufficient breadth in the curriculum which would allow for the inclusion of all lower division course work normally required for transfer with a psychology or related major (e.g. nursing, child development) and to provide courses which are personally meaningful to students although not necessarily required for transfer.

Short Term Objectives for this goal (1996-1998)

1. Review the transfer requirements of the more common transfer institutions.
2. Respond to requests of child development, nursing, counseling or other departments for psychology courses or changes in curriculum.

Medium Term Objectives for this goal (1998-2000)

1. Expand the number of sections offered by attempting to offer all courses each semester and also offer some courses in summer school.
2. Investigate the need for a course in Psychology (or social science) methodology and statistics taught in the psychology department
3. Investigate the need to establish or to work with Student Services to establish a peer counseling program.

Long Term Objectives for this goal (2001 and beyond)

Investigate the need for psychologically related career programs (e.g. Psychiatric Technician or Drug and Alcohol rehabilitation counseling). (Previous investigation showed interest but a lack of available funding)

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Cooperate with child development and nursing faculty to assure the relevancy of the curriculum to their needs.
2. Review transfer requirements by reviewing catalogs or contact appropriate individuals at transfer institutions.
3. Review the distribution of psychology courses and sections with regard to breadth and scheduling.

Assuming reasonable and new sufficient funding

1. New faculty would be required in order to expand or develop new courses or programs.

Personnel and Staffing Requirements to Meet This Program Goal

No additional sections or programs can be offered without an increase in the college's overall budget and the psychology department's budget.

Facilities/Equipment Requirements to Meet This Program Goal

None known at this time without a fuller investigation of the requirements needed for psychologically related career programs.

Fiscal Requirements to Meet This Program Goal

Hiring of additional faculty member(s)

Program Goal #3:

To keep current with changing technology.

Short Term Objectives for this goal (1996-1998)

1. Integrate more computer- or technology-related applications or simulations into the classroom
2. Obtain a computer for the new psychology faculty member
3. Purchase a portable (laptop) computer for use in psychology classes.

Medium Term Objectives for this goal (1998-2000)

1. Develop computer simulations for students to work on in the TLC.
2. Assist students in obtaining Internet access and guide them in instruction-related activities.

Long Term Objectives for this goal (2001 and beyond)

Develop a computer-based psychology lab/classroom.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. Investigate available computer software.
2. Become familiar with laser disk technology.
3. Take a course about the Internet

Assuming reasonable and new sufficient funding

1. Purchase computer software.
2. Upgrade computers in the psychology office.
3. Revise classroom materials to reflect changing technology.

Personnel and Staffing Requirements to Meet This Program Goal

Additional staffing (or time!) is required to undertake these activities.

Facilities/Equipment Requirements to Meet This Program Goal

1. Computers (not budgeted): laptop, faculty offices, psychology laboratory.
2. Classroom dedicated for psychology laboratory. (not budgeted)

Fiscal Requirements to Meet This Program Goal

1. Funds are needed to upgrade and purchase computers and software.
2. Funds are needed for training in software applications. This may include consultants, travel to training conferences, etc.
3. Funding is required to develop a psychology laboratory.

Meeting the College's Vision

Psychology as a discipline is one which not only has its own focus and body of knowledge but has applications which support and compliment all other disciplines. Similar to English and Speech, knowledge of psychology is a life skill which is useful and often essential to the realization of personal and career goals.

Activities in Support of Each Vision Goal Statement.

1. Program Currency: Attempts are made to stay abreast of latest research findings and to integrate this information into the learning process. Students who transfer with a major in psychology are well prepared to undertake upper division courses.

2. Effectiveness: Making psychology relevant to students' everyday lives as well as providing a strong academic basis for future study are goals of the department. Again, students who transfer are well prepared for future studies.

3. Diversity: An on-going attempt has been made to make psychology relevant to the wide range of student backgrounds at COC. Examples of the sensitivity to diversity is shown in the selection of textbooks, the addition of a new course (i.e., The Psychology of Gender Roles), and the inclusion of examples and exercises in classroom activities.

4. Assessment: Faculty are evaluated formally as required by the contract, but in addition several faculty members choose to undergo a voluntary student evaluation each semester. Retention rates are high, but could be higher with efforts made by the College in supporting a prerequisite for basic reading and comprehension skills, with efforts made by the faculty in supporting an Early Alert program, and with students making a sincere commitment to their education.

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

See previously enumerated needs in Sections 4-6.

Professional Development Requirements

Additional institutional support is necessary for professional development. Without funds for travel, purchase of equipment, software or other technology the faculty will not be able to remain current.

Another often unrecognized resource is time. Faculty are very busy with the often overlooked time commitments required for good teaching such as meeting with students outside of class, writing recommendations, evaluating and interviewing adjunct faculty, and grading written student work. Additional reports such as this and program reviews are valuable but are also extremely time consuming and take away from the classroom instructional process. Priorities should be established on the time of faculty.

Professional development needs (e.g., training, renewal, conferences)

1. Time to attend conferences or undergo training
2. Funding for training and conferences
3. Administrative and clerical support

Data and Information needs to stay current and aware of trends

1. Periodicals and journals
2. Internet access
3. Conference attendance

Technology needs for instructional delivery, program and professional development

1. Internet access (new computer and hookup)
2. Software purchases

3. Training



Educational Master Plan Table of Contents



Educational Master Plan

1996 - 2001

SOCIOLOGY

Social and Behavioral Sciences Division

Program EMP Team Members

Dale Smith

Description of Combined, Overall Key Goals for Program

GOAL #1 - Our goal one is to make available more sociology offerings across the morning, afternoon and evening class schedules with more sections being offered by full time faculty.

GOAL #2 - Our goal two is to encourage, design and implement more multicultural education and staffing within the sociology department. Our focus will include, but not be limited to, such social groups as racial, ethnic, gender-specific, age, sexual orientation and the physically and learning challenged.

GOAL #3 - Our goal three is to continue to emphasize both academic rigor and relevancy to the life of the student.

Program Goal #1:

Our goal one is to make available more sociology offerings across the morning, afternoon and evening class schedules with more sections being offered by full time faculty.

Short Term Objectives for this goal (1996-1998)

1. To ensure that all COC students have equal opportunities to take any of the different sociology courses we offer whether the student is attending during the day or during the evening. At the present time the day student has more sociology course selections.
2. To ensure that the different kinds of courses offered in the evening will be comparable to the kinds offered during the day. For example, if there were as many overall COC enrollments in the evening as during the day, the sociology department would need to offer different kinds of courses for the evening students as we would offer the day student. At the present time, the different kinds of evening courses need to be increased to achieve this comparability.
3. To observe and effectively fit into the afternoon schedule more courses and more sections. However, our capability to cover the afternoon ours is much more limited compared to the day and evening schedules because of the students' employment, family and social interests.

Medium Term Objectives for this goal (1998-2000)

1. To develop, receive approval for and implement new course offerings, such as:
2. Research Methods and Processes. This course would include literature survey, hypothesis development, and quantitative and qualitative analysis.
3. Medical Sociology. This course would include both physical and mental health needs.
4. The Sociology of Geriatrics. This course would include such areas as the age cycle, retirement, employment and the physical and mental and emotional health needs of the aged.

Long Term Objectives for this goal (2001 and beyond)

Our long term objective will be to achieve the AB 1725 [75/25 rule] which means that 75% of sociology students would be taught by the full time faculty.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. To obtain periodically current data from the computer center on enrollments, WSCH, and WSCH/FTEF and demographics.

Assuming reasonable and new sufficient funding

1. To increase the number of sociology sections offered on the evening schedule starting with the fall of 1996.
2. To organize a committee to study the feasibility of developing new courses. One of the functions of this committee will be to survey other colleges and their sociology course descriptions.

Personnel and Staffing Requirements to Meet This Program Goal

Because the sociology adjuncts are teaching on an average of seven sections a semester, because we need to increase both the course offerings and sections for the evening schedule, it is time to hire an additional full time sociology instructor.

Facilities/Equipment Requirements to Meet This Program Goal

Further classroom space will be needed to accommodate increasing the course and section offerings.

Fiscal Requirements to Meet This Program Goal

1. Adjunct salary
2. Full time faculty salary

Program Goal #2:

Our goal two is to encourage, design and implement more multicultural education and staffing within the sociology department. Our focus will include, but not be limited to, such social groups as racial, ethnic, gender-specific, age, sexual orientation and the physically and learning challenged.

Short Term Objectives for this goal (1996-1998)

1. To increase faculty sensitivity, awareness and equality in their teaching relative to multicultural

education

2. To encourage and assist the faculty to infuse multicultural education within their course content
3. To encourage and assist the faculty to infuse multicultural education within their course methods, assignments, class discussions and activities

Medium Term Objectives for this goal (1998-2000)

To develop and implement such special multicultural courses as:

- Asian/Pacific Islander
- Black/Afro American
- Life span (Ageism)
- Men's Studies

Long Term Objectives for this goal (2001 and beyond)

To maintain a balance between too much diversity leading to separatism and victimization on one hand and too much assimilation leading to the suppression of cultural differences and cultural identity

Specific Activities in Support of Goal #2

Assuming current budget realities

1. To conduct multicultural workshop for the purpose of dialogue, exchange of information on how to infuse sociology courses with more multicultural aspects both in content and in method. It is suggested that the examples of infusion that the multicultural infusion committee developed be examined.
2. To organize a committee to develop special courses in multicultural education.

Assuming reasonable and new sufficient funding

N/A

Personnel and Staffing Requirements to Meet This Program Goal

There will be a need for additional faculty for the multicultural special courses.

Facilities/Equipment Requirements to Meet This Program Goal

Classroom space will be required for these special multicultural courses.

Fiscal Requirements to Meet This Program Goal

Salary will be needed for multicultural course instruction.

Program Goal #3:

Our goal three is to continue to emphasize both academic rigor and relevancy to the life of the student.

Short Term Objectives for this goal (1996-1998)

1. To encourage the sociology department to continue its good record in the areas of (1) WSCH (2)

WSCH/FTEF (3) % of completion and (4) % of passing as indicated from the data reported below:

- The average WSCH from fall of '91 to and including the fall of '95 is (1619.95). I understand this is a good WSCH rate.

- The average WSCH/FTEF from the fall of '91 to and including the fall of '95 is (613.9). I understand above 525 is good.

- The average % completion from the fall of '91 to and including the fall of '95 is (80.5%). This is compared to the overall COC of 85.5%.

- The average % of passing from the fall of '91 to and including the fall of '95 is (69.32%). This is compared to the overall COC of 72.1%.

2. To encourage faculty to stay current in their discipline of sociology. Both full-time and part-time faculty as a group are involved in the following professional associations:

- a) Pacific Sociological Association
- b) American Sociological Association
- c) Society for the Study of Law/Society
- d) West Association of Women Historians
- e) MALCS (Mogeres Activas en Letras y Cambio Social)
- f) Latin American Studies Association
- g) American History Association

Both full-time and part-time faculty as a group have contributed in the following research areas and publications:

- a) computer programs for applied sociology;
- b) institutional research on student satisfaction and vocational education;
- c) World Wide Web sites for sociology;
- d) International Journal of Addictions;
- e) editing for American Journal of Studies and Science;
- f) studies of Chicano and Chicana culture;
- g) contributions as a consultant on world history connections to the present time (relative to high school curriculum);
- h) publications, Getting There ... A Journey into Self and Illusions of Power ... Obstacles to Success and Happiness

3. To encourage the faculty to participate in the early alert program.

4. To review their sociology collection and bring it up to date for the new library which will be available during the fall of '96

5. To encourage faculty to participate more in the H.I.T.E. program.
6. To encourage faculty to participate in the associates instructor training program.

Medium Term Objectives for this goal (1998-2000)

1. To revisit the critical thinking literature and encourage faculty to require students to apply critical thinking in their essay exams, term papers and class discussions.
2. To encourage the sociology department to make its courses relevant to the individual student by collaborative and cooperative learning approaches, such as: discussion groups, panels, small group interaction, feedback groups, large group interaction, and student presentations (papers).
3. To keep current with new computer technology relative to class preparations and class presentations.

Long Term Objectives for this goal (2001 and beyond)

N/A

Specific Activities in Support of Goal #3

Assuming current budget realities

1. To set up a committee to update the sociology collection of the new library.
2. To survey current information on how technology can be effectively applied in our teaching.
3. To set up a meeting of adjunct and full time sociology faculty for each academic year to coordinate and exchange ideas.
4. To make inter-campus visits to survey what other sociology departments are doing.

Assuming reasonable and new sufficient funding

N/A

Personnel and Staffing Requirements to Meet This Program Goal

None

Facilities/Equipment Requirements to Meet This Program Goal

Update computer technology for sociological applications

Fiscal Requirements to Meet This Program Goal

1. Professional conferences and conventions.
2. Computer technology equipment and training.

Meeting the College's Vision

Relative to the college strategic goals of cultural diversity, individual responsibility, and innovations to maximize the quality of learning for the students, the following paradigm is explored.

The age-old debate between determinism and existentialism is well and alive today. It is apparent that in past times the dominant society has sometimes used the existential self responsibility position to point

fingers and to use it as blinders to avoid accepting the many social injustices within their view. It is also apparent that the non-dominant society has sometimes used the deterministic position to overly perceive themselves as victims and to avoid taking enough self responsibility. The pendulum constantly swings between cultural determinism and existentialism. At this time in the emergence of multiculturalism the pendulum needs to be moved towards the existential direction to find the middle ground. After all, the premier goal of multicultural education should be to prepare all of us to live responsibly together in a multicultural society. Therefore, to move towards self responsibility and away from victimization, to bring us together and away from separatism, there needs to be a balance achieved in the presentation of our differences (unity through diversity) and our similarities (unity through our humanity). Cultural diversity both in theory and data mostly identifies our differences in our external objective society. Whereas our similarities, our most common human denominators, are most frequently identified within the subjective individual. Some of these human similarities that are subjectively found within each individual are discussed briefly below:

Feelings. First, feelings are universal and experienced by all people everywhere. We all have similar feelings such as anger and fear, trust and love. Feelings are human common denominators that cut across all cultures. Second, there is a need to take responsibility for our feelings instead of being in the blame game, such as "you make me angry." Unless people are willing to take responsibility for their subjective feelings and not blame them on others, people will not be willing or even capable of taking objective responsibility for their behavior.

Faith is based upon a subjective method of understanding and accepting life. We need to explore having a generalized faith in a power that is manifested in ourselves or manifested beyond ourselves or both. Faith of this kind allows people to let go of things they cannot control. Unless people let go of the things they cannot control, they will be much less willing and capable of taking responsibility for the things they can control. Not only does faith contribute to the existential self responsibility position but faith itself is universal and cuts across all cultures. (There is no theological or religious dogma being suggested here.)

Art. The creative arts, both in process as well as their end products, are subjective interpretations of the world. Art brings us together because art is a universal language that cuts across all cultures.

In conclusion, by exploring some of the subjective human similarities, such as feelings, faith and the creative arts, the pendulum of multicultural education can be moved more toward the center, toward the existential self responsibility position and therefore move us away from victimization and separation.

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

To have a sociology lab where sociology is applied by using a manual for sociologists by Dr. Elizabeth Mulholland.

To have multicultural work shops, seminars and presentations provided.

To have current demographics and educational profile data available on a semester or annual time table.

To have travel and professional conference expenses provided for adjuncts as well as full time faculty.

To have release time available to enable faculty to make inter-campus visits during day time educational hours.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



Educational Master Plan Table of Contents



Section 9:

Student Services Division

Five Year Educational Master Plan

1996 - 2001

1. Overview of the "Instructional Programs" Area of the Student Services Division and Programs

Organization Chart:

The organization chart for the Student Services Division can be found on the next page.

Description of division and professions/ majors and any services

The Student Services Division at College of the Canyons consists of an array of student support services. They include the following: Admissions and Records, Athletics, Career Center and Job Placement, Cooperative Agencies Resources for Education (CARE), Counseling and Advisement, Disabled Students Programs and Services (DSP&S), Extended Opportunity Program Services (EOPS), Financial Aid, Health Services, New Horizons, Student Activities, and Transfer Center/HITE. Currently, there are 91 employees in the Student Services Division, not including student assistants, peer advisors and college work study student employees.

Collectively, the abovementioned services are designed to enhance and support student academic progress and achievement, personal and social development, employability, physical wellness, as well as, individual leadership and participation in extracurricular activities on campus. In some cases, the support services are targeted toward special categorical populations such as the disabled (DSP&S), educationally and economically disadvantaged students (EOPS), and single parents or displaced homemakers (New Horizons). However, most student services operations are designed to serve the general college student population.

Current programs and majors offered

The instructional programs within the Student Services Division cover two specific areas: Personal Development courses conducted by campus counselors and General Studies courses offered in relation to the Disabled Student Programs and Services (DSP&S) office.

No majors are offered through either Personal Development or General Studies.

The Personal Development curriculum is offered (1) to provide guidance and to respond to the personal growth needs of the general student population and (2) to respond to the needs of a specific groups of students with special needs and objectives. These latter courses are usually offered by categorically funded programs. An example is Personal Development 150 -- EOPS Student Readiness and Success, a 3-unit course offered by the EOPS Program. A further example is Personal Development 060 -- Single Parent Academy, a 1 to 4-unit course offered by the New Horizons Program.

The majority of General Studies courses are offered by the DSP&S staff. Two courses are offered by the High Intensity Transfer Enrichment (HITE) Program (General Studies 164 -- HITE College Success Course and General Studies 299 -- Honors Colloquy). The courses offered by DSP&S are specially designed to respond to the unique learning characteristics of a special education group. The courses offer a variety of instructional approaches and learning modalities. Most of these General Studies courses make use of special computer applications for the disabled, located in the DSP&S High Tech Center.

Current/Planned priorities and special initiatives

It is widely acknowledged that the Personal Development instructional program, while considered highly valuable, is not meeting the guidance needs of the student body. Fiscal constraints, staffing resources and the application of the 50% rule continue to be primary deterrents to expanding the Personal Development course offerings. At present, professional counseling staff serve as instructors for these courses. Due to the limited number of counselors on staff, teaching a Personal Development course pulls the counselor from regular advisement functions. This pits teaching against the offering of individual or group advisement sessions. The Division has continued to submit budgetary proposals for additional "overload assignments" and for funding to create more personal development courses, within the scope of college fiscal management and shared governance structures.

The Division has held discussions about converting several large-scale guidance operations, including college orientation and assessment sessions, into a Personal Development course. The key advantage is that it puts the process into the instructional side of the 50% rule. It enables students to receive course credit for these time-consuming, but necessary, processes. It also generates revenue from attendance accounting and FTE appropriations. The major disadvantage is that students will need to be charged an enrollment fee for a service that is now free.

Future plans for the expansion of Personal Development coursework focuses on incorporating technological advances and new service delivery systems into operations. For instance, efforts are currently underway to implement computerized placement testing and to establish a placement center. In addition, the Counseling and Advisement Office plans to make greater use of technology and computer information systems to alter guidance service delivery systems. The office has explored the use of interactive academic advisement presentations, kiosks and Internet (home page) information stations, distance learning, and expanded audio-visual presentations to make their services available to a greater number of students.

2. Characteristics of the "Instructional Programs" Area of the Student Services Division

Brief history of development.

Personal Development courses have been offered at the college since the college began operation. During the pre-Proposition 13 era prior to 1978, Personal Development courses were more numerous and they were viewed as a favored method of offering intensive guidance services to students. Fiscal constraints and the inability to match staffing increases with student population growth have caused a reduction in the number of courses offered. For the past several years, Personal Development courses offered by the Counseling Office staff have been limited to four. Two courses are on assignment and two are based on overload. Most of the recent expansion in Personal Development courses has occurred because of categorical and special project funding, such as EOPS and New Horizons.

General Studies courses offered through DSP&S have been expanded over the years in relation to the growth of the DSP&S program and in response to the changing categories of disabled groups (i.e., the increased number of students with learning disabilities).

Breadth and description of academic offerings

Generally, the instructional programs of the Student Services Division have focused on general guidance issues and academic support for the disabled. The curriculum presented includes a range of student

topics which are directed at enhancing college student success. Some prominent topics are: college survival skills, study techniques, individual student educational planning, support groups, career exploration and planning, and vocational and transfer advisement. Newer curriculum offerings include: college readiness for disadvantaged students and parent effectiveness training. (See attached course descriptions.)

Historical and current enrollments and course offerings

Enrollment in Student Service instructional programs has increased from Fall 1991 to Fall 1995, from 290 to 441 students. The number of courses increased from 13 to 26 and the number of units offered increased from 38.5 to 51 in the same time period. There has been a concomitant increase in the number of full-time equivalent faculty (FTEF) teaching Personal Development and General Studies courses.

The enrollment in individual courses has generally been favorable, except where high enrollments are not promoted. These are courses where small enrollments are advantageous. Examples of preferred small classes are: group dynamic/support group classes, specialized general studies courses, and courses specifically directed to New Horizons single parents as part of a self-contained group.

Projected enrollments and offerings that serve as a basis for planned programs.

Overall enrollment for the college is projected to increase from about 6,400 to 20,000 students by the year 2010. With the current pace of residential and commercial construction projects in the Santa Clarita Valley, coupled with the construction of new buildings on campus, the college is preparing for an increase in student enrollment. To maintain the current level of instructional offerings in Personal Development and General Studies, the college needs to expand the number and breadth of courses in these areas.

3. Mission, Goals, and Objectives of the "Instructional Programs" Area of the Student Services Division

Mission: Role of the division and its services/programs/offerings

The mission and role of the Student Services Division: Instructional Programs is multifaceted. The instructional program is designed to assist students to meet their educational objectives. In general, the instructional programs are directed at providing services which support student educational and personal goals, helps students alleviate obstacles, and assists them toward academic success. The courses are often custom designed to focus on specific needs and/or specialized student populations. The Division's course offerings do not dramatically deviate from the overall mission of the Division, but rather, serve to reinforce and promote the supportive activities through an instructional modality. Personal Development and General Studies classes provide counseling and guidance, as well as academic enrichment to students through the group process. Students are afforded extensive exposure to guidance and instructional materials and provided with opportunities for greater interpersonal interactions and the benefits of classes which make use of small group dynamics.

Current specific goals and objectives of the division.

The Personal Development courses are considered an extension of the counseling services offered through one-on-one advisement sessions. The courses are designed to provide comprehensive delivery of numerous support services. Prominent among these services are, individual educational planning, identification and assessment of educational and career goals, strategies for study skills and college success, personality and career assessment and inventories, awareness of campus resources and services, information concerning university transfer and/or vocational training, employability techniques, job seeking skills, and personal growth.

The General Studies courses offered in relation to our Disabled Student Programs and Services (DSP&S) operation allows for individualized attention to special needs associated with a student's disability. The highly specialized equipment located in our DSP&S lab offers disabled students the

opportunity to access instructional materials in a manner that facilitates their learning. Optimally, the objective of the DSP&S instructional program is to enhance and expand the learning capabilities of its students by removing deterrents and physical or psychological barriers to student academic success. In addition, a significant objective of each course is to provide a learning environment which promotes positive encouragement, individual motivation and mutual cooperation.

4. Introduction to the "Instructional Programs" Area of the Student Services Division Components that Follow

How developed

Discussions about how to improve the quality of the Student Services Division instructional programs has regularly occurred in the weekly Student Services Division manager's meetings, the Division meetings, counselor meetings and in interactions with the instructional divisions of the College.

Participants involved in the development of 1996-2001 goals, objectives, activities.

Many members of the Student Services Team participated in projects and committees which developed the Division's goals and objectives for its instructional programs. The professional counseling staff was well represented in these discussions.

Planning assumptions affecting development of these goals, objectives, activities

Planning assumptions which influence the development of our instructional programs are carefully outlined in our college planning documents. Generally, the pertinent planning assumptions include: funding resources and considerations, curriculum development, changing student demographics and needs, community influences, enrollment management, articulation, staffing, technological advancements, institutional effectiveness and efficiency, and innovative delivery systems.

Special considerations, contexts, or issues

There are several special considerations or issues that will dictate the direction and status of the Student Services Division instructional program. Primary among these is the lack of professional counseling staff to handle the guidance and advisement needs of the increasing number of students. Without additional counseling staff to conduct Personal Development courses, several difficult administrative decisions became necessary. The most crucial question that the staffing shortage incites is, what is the most effective and efficient method of offering quality counseling services to the our students?" The instructional mode of service delivery is clearly the most comprehensive and effective delivery system, but affects the least number of students. On the other hand, having limited counseling staff members available for appointments, walk-in services, and small group sessions is less intensive but covers a greater number of students.

Several significant obstacles need to be overcome before significant progress can take place. The most prominent needs are: (1) increasing the number of counseling staff; (2) making use of technological advances to increase student and staff access to information; (3) increasing collaboration and coordination with other colleges and community resources; and (4) improving office and service efficiency.

5. The Educational Master Plans for each program in the "Instructional Programs" Area of the Student Services Division follows...



Educational Master Plan

1996 - 2001

DSPS

GENERAL STUDIES

Student Services Division

Program EMP Team Members

Bruce Pelkey

Jane Feuerhelm

Rebecca Lord

Brad Reynolds

Description of Combined, Overall Key Goals for Program

Individualized and small group assistance to a wide range of students with and without identified disabilities to improve cognitive learning processes necessary to reach their educational objectives.

Program Goal #1

To identify, compensate, and accommodate cognitive learning skills for students served by Disabled Students Programs and Services (DSPS) due to disabilities in one or more of the following: learning disabilities, acquired brain injuries, psychological disabilities, physical disabilities, attention deficit disorder (ADD), attention deficit hyper-activity disorder (ADHD), and developmental disabilities.

Short Term Objectives for this goal (1996-1998)

1. To increase DSPS services to learning disabled students by offering a new course related to improving self-advocacy and coping techniques for students with disabilities.
2. To provide additional outreach to potential DSPS students through speaking opportunities. This will include on-campus outreach, local high schools, and community organizations.
3. To meet the burgeoning need for classified program assistance through the upgrade of the current DSPS Assistant's duties to reflect current job responsibilities.
4. To maintain DSPS services to students despite increasing DSPS caseloads through the addition of a full-time DSPS counselor to the staff, allowing the director to concentrate full-time on director duties.

Medium Term Objectives for this goal (1998-2000)

1. Provide the opportunity for students to receive the appropriate deemed services to accommodate their disability during the summer session.
2. To provide additional evening hours and summer counseling assistance for students enrolled in DSPS.
3. To replace and update existing software programs for students with disabilities.
4. To provide the opportunity for faculty/staff to attend conferences relating to DSPS.
5. To hire a full-time DSPS High Tech Specialist.

Long Term Objectives for this goal (2001 and beyond)

1. To stay current with innovations in computer technology, assistive learning devices, and software for disabled
2. To create full-time positions for the following: acquired-brain-injury specialist, and deaf/hard-of-hearing specialist.
3. To provide in-service regarding disabilities to all COC faculty and staff on an on-going basis.
4. To increase clerical staff to support DSPS students in a timely manner.

Specific Activities in Support of Goal #1

Assuming current budget realities

1. Overlap staff responsibilities to cover the needs of DSPS students.
2. Utilize "share ware" computer software.
3. Expand the current DSPS course offerings by instituting a new General Studies class for Fall 1996.
4. Meet with potential DSPS students at local high schools, public agencies and in COC courses as part of community outreach.
5. Redistribute casework responsibilities to allow the DSPS staff to effectively meet the needs of a growing student population.

Assuming reasonable and new sufficient funding

1. Expand DSPS services to better meet the academic and counseling needs of students during the summer session.
2. Increase computer hardware and software to make the High Tech Center a viable part of DSPS services in the future.
3. Provide increased staffing for the DSPS department to keep up with increased student needs.

Personnel and Staffing Requirements to Meet This Program Goal

Assuming current budget realities

No additional staffing can be added at this time.

Assuming reasonable and new staff funding, the following staffing increases should take place:

- a. Create a 1.0 FTE DSPS Director position and a 1.0 FTE DSPS counselor position instead.
- b. Upgrade the .5 FTE High Tech Specialist/ABI to a 1.0 FTE position.
- c. Hire two (2) 1.0 FTE LD/ABI instructional aides to provide evening coverage.
- d. Upgrade the .5 FTE Heat Interpreter position to 1.0 FTE.
- e. Hire one clerical assistant and redefine the DSPS Assistant's job description to better reflect current job responsibilities.

Facilities/Equipment Requirements to Meet This Program Goal

Assuming current budget realities:

- a. Purchase a new copy machine for the DSPS department.
- b. Replace two (2) outmoded, non-working computers with new computers.

Assuming reasonable and new sufficient funding

- a. Purchase new software to assist cognitive retraining of students in various disability groups.
- b. Replace eight (8) outmoded computers with new computers.
- c. Purchase specialized devices particular to meeting the needs of a diverse population of disabilities.

Fiscal Requirements to Meet This Program Goal

1. The current fiscal budget may barely achieve the goal if the DSPS student population becomes static.
2. Additional funding increases of up to 50% for equipment will be required in the next five years if DSPS continues to identify and serve a student population growing at the current rate.
3. Additional funding increase of up to 80% currently spent on DSPS staff salaries may be necessary in the next five years in order to maintain appropriate and mandated services for students with disabilities.

Program Goal #2:

To maintain as a minimum the number of sections currently offered (General Studies 164 and 299).

Specific Activities in Support of Goal #2

Assuming current budget realities

1. Some of the activities that might be undertaken to meet this goal include review with the division chair and the dean of instruction the importance of offering G.S. 164 and 299 for student preparedness and college success.

Program Goal #3:

To offer at least one section of each course each semester including summer.

Short Term Objectives for this goal (1996-1998)

A short-term objective for this goal would be to add at least one new section of G.S. 164 or 299 if not currently offered in the fall, spring, or summer.

Medium Term Objectives for this goal (1998-2000)

A medium-term objective for this goal would be to add at least one section for each class not currently offered in the fall, spring, and summer.

Long Term Objectives for this goal (2001 and beyond)

A long-term objective for this goal would be to offer at least one section of each class each semester in the day and in the evening.

Specific Activities in Support of Goal #3

Assuming current budget realities

1. To have courses that are under-enrolled replaced with G.S. 164 and 299 sections. Assuming new and sufficient funding, the objective would be to offer at the minimum one section of each class each semester and in the summer.

Fiscal Requirements to Meet This Program Goal

District would be required to pay the cost of about six new sections over the academic year.

Program Goal #4:

To ensure that faculty have the tools and resources necessary to stay current in the field and to offer the highest quality of learning.

Short Term Objectives for this goal (1996-1998)

To encourage faculty to attend more conferences on teaching and technology as it relates to college success courses and the Phi Theta Kappa national honors topic.

Program Goal #5:

To encourage more critical thinking and writing.

Program Goal #6:

To expand G.S. 164 and 299 into full graded courses that articulate with all colleges.

Program Goal #7:

To expand the topics currently offered in G.S. 164.

Program Goal #8:

To increase interaction between the course instructors and their counterparts at the high schools and four-year colleges to better assess the needs of each course.

Program Goal #9:

To augment current tutoring by providing peer tutoring for developmental English and math courses.

Short Term Objectives for this goal (1996-1998)

To hire students who have been successful in specific basic skills courses, although they had to struggle with the subject matter.

Specific Activities in Support of Goal #9

Assuming current budget realities

1. To publicize the Peer Tutoring Program through campus-generated information such as fliers and handouts and by frequent informative visits to the classroom by the peer tutor. To invite instructor support for the programs.

2. Several peer tutors to serve the day and evening students.

Program Goal #10:

To convert manual attendance (accountability) records to an automated card-scanning system.

Short Term Objectives for this goal (1996-1998)

To install all necessary hard and software in order to achieve automated scanning and to develop and distribute the appropriate cards for scanning.

To provide a completely networked lab with total access to the Internet and other class-related multi-media access.

Specific Activities in Support of Goal #10

Assuming reasonable and new sufficient funding

1. To install additional computer stations for the scanning process would cost approximately \$5,000.

2. Access to the Internet hinge on the installation of the new VAX mini-computer, implementation of the network connection (hardware and software) to the Computer Center, and the installation of the networking equipment for the lab, approximate cost \$60,000.

Program Goal #11:

General Studies 104, Tutoring Methods, is an Ed Code mandated course (Title 5§581780) for faculty-recommended would-be tutors.

Short Term Objectives for this goal (1996-1998)

To supply Supplemental Instruction leaders for high-risk attrition courses.

Specific Activities in Support of Goal #11

Assuming reasonable and new sufficient funding

1. Implement SI in order to reduce attrition in so-called difficult classes such as biology, chemistry, history, political science, physics, etc.

2. Hire and train qualified Supplemental Instruction leaders; model students of the subject who exhibit appropriate critical thinking skills, good organizational skills, excellent study skills, and mastery of the discipline.

3. Coordinate the SI program: the SI leader attends all the class sessions of the pertinent course(s). The SI leader takes notes, reads all assigned materials, prepares for the sessions and conducts 50-minute SI sessions.

4. Make SI sessions available to all students; begin sessions on the first day of class.

Personnel and Staffing Requirements to Meet This Program Goal

Six SI Leaders for six high-risk courses.

Fiscal Requirements to Meet This Program Goal

Funding for SI leaders: training, in-class time, preparation, and sessions--approximately \$16,000 per semester.

Meeting the College's Vision

The program goals will meet the college visions of currency and effectiveness by offering more courses that transfer, by better preparing students for college success, and by requiring more writing and critical thinking in all course offerings. To achieve the college vision of diversity, the topics covered in the two courses G.S. 164 and 299 will be expanded. As for the college vision regarding assessment, faculty who teach G.S. 164 and 299 will be encouraged to meet regularly with high school and four-year college faculty to share ideas about evaluation, course offerings, and teaching methodologies that will assist in the assessment of the COC's college prep program and the needs of its clients. (#2 & #3)

The program will prepare under-prepared students for college-level work. By means of various approaches, the program will have better effectiveness in meeting the needs of a diverse group of students to improve their communication and composition skills. (#10)

Among the promises the community colleges make are access AND success. The Supplemental Instruction program will target high-attrition courses and foster higher grades, higher re-enrollment and higher graduation rates.

Activities in Support of Each Vision Goal Statement.

N/A

Personnel, facilities, fiscal, data, and programmatic requirements needed to meet College Vision

N/A

Professional Development Requirements

General Studies faculty should have the opportunity and financial resources to attend conferences and workshops related to various goals set forth above. They should additionally have access to e-mail and to the resources on the Internet. Since many faculty do not have computers modern enough to handle the Internet, the District will need to incur an initial cost for computer replacement. The amount of money needed for computers, training, and conferences is unknown at this time, but the current amount offered to each faculty member for travel is clearly insufficient, as is the money offered each year for instructional supplies.

Professional development needs (e.g., training, renewal, conferences)

N/A

Data and Information needs to stay current and aware of trends

N/A

Technology needs for instructional delivery, program and prof. dev.

N/A



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Educational Master Plan

1996 - 2001

PROFESSIONAL DEVELOPMENT

GENERAL STUDIES

Student Services Division

(A report is not available for this program.)



Educational Master Plan Table of Contents



Section 10:

Academic Support

Instructional Resources Division

Five Year Educational Master Plan

1996 - 2001

1. Overview of the "Academic Support" Area of the Instructional Resources Division and Programs

a. Organization Chart. (see Attachment 1)

b. Description of Programs and Services. As can be seen from the organization chart attached, instructional resources are administrated by the Assistant Dean, Learning Resources. The programs and services of instructional resources are housed generally in the Instructional Resource Center (IRC). The primary goal of the IRC is to support the College curriculum. To achieve this goal, the IRC, through its three floors, provides services and materials to assist instruction and enhance student success.

Audio-visual services are housed on The IRC first floor. For faculty and staff, these services include equipment distribution and repair, audio- and video-tape duplication and production, graphic and photographic production, teleconferencing, College by Television assistance, and film and video booking. Students usually access audio-visual services through I-106. The services available to them include audio tape duplication, listening facilities, practice recording rooms and audio-visual equipment. Materials include German, French and Spanish language tapes, College-By-Television program, video tapes, and English-as-a-Second-Language materials.

The IRC first floor also houses the Reprographic Center, which provides reprographic services to faculty and staff. These services include typesetting; duplicating of all classroom and office materials; and various post-press processes such as binding, collating, stapling, folding, and padding. The Center also has limited walk-up copying, faculty typewriter and Macintosh computer, a Scantron machine, and a paper shredder.

The Tutoring/Learning/Computing (TLC) Lab is located on the second floor. The Lab provides no-cost tutorial assistance in English, mathematics, and many other disciplines on a walk-in basis. In addition, IBM PCs, Macintosh computers, and appropriate software are available to all students. The Lab also provides in-class tutors for all English 090 sections.

Third floor library services include reference assistance, orientations, copying machines, a group study

room, instructor reserves and interlibrary loans. Materials include books, pamphlets, periodicals (in paper and microfiche) and audio-visual media such as CD's, records, tape cassettes, filmstrips, microfiche college catalogs of the western United States and slides. These are accessible through a card catalog and are arranged on shelves by the Library of Congress classification system. Periodicals are accessible through a number of periodical indexes including InfoTrac's CD-ROM Magazine Index Plus.

c. Current/Planned Priorities and Special Initiatives. A new library building is currently under construction with expected occupancy in November 1996. All IRC third floor library staff, services, and materials will be moved to the new building, as well as the student services and materials on the first floor and the offices of the Assistant Dean of Learning Resources and the IRC Administrative Secretary. As part of this project, the library will also be automated so that its collection will be accessible through the campus network and the Internet. The automatic will be done in conjunction with California Institute of the Arts, so that our respective students will be able to access both collections. This move will separate, for the first time, the various components of instructional resources.

2. Characteristics of the ""Academic Support" Area of the Instructional Resources Division

a. Brief history of development. When the College opened in 1969, instructional resources consisted of library and audio-visual services only. Shortly after the IRC was opened in 1974, the then Duplicating Center was placed under the supervision of the Director of Learning Resources and was later renamed the Reprographic Center. The TLC Lab opened in 1980 as the Instruction Center. At that time it also housed Disabled Students Program and Services (DSP&S). In 1993-94 the floor was remodeled and the Center was temporarily housed in the Student Lounge. When it was moved back to the IRC in 1994, the Center became the Tutoring/Learning/Computing Lab and DSP&S relocated to the first floor of the C Building.

b. Breadth and description of services and programs. The following appendices are from the Standards for Community, Junior and Technical College Learning Resource Programs approved by the Association of College and Research Libraries and the Association of Educational Communications and Technology in 1990. the lists are self-explanatory. Those items with a bullet (•) are not offered by our instructional resources.

Since so few bullets appear in the first two lists, the comprehensiveness of our instructional resources is evident. Our involvement in all of these items may not be as comprehensive as implied by the service title. Also, with the opening of the new library, only one bullet will be left in the first list for "Government document selective depository," as we will then have an online public access catalog with access to bibliographic networks.

Appendix A: Checklist of basic library services and activities.

Listed below are specific services which are considered to be normal and basic services in learning resources program budgets in two-year colleges. Inclusion does not mean that an institution must or should have every activity or service listed.

Acquisition of computer software

Acquisition of microforms

Acquisition of non-print materials

Acquisition of print materials

• Automated online catalog

Bibliographic instruction

Circulation of print materials

Circulation of non-print materials

Collection management

Computer reference searching

Government document borrowing

- Government document selective depository

Independent study guidance

Institutional publications reference collection

Instructional television individualized access

Interlibrary borrowing. Interlibrary lending

Laser optical/reference searches

Literacy training materials

Local history collection

Machine-assisted cataloging of books

Machine-assisted cataloging of audio-visuals

Microcomputers for public use

Microform cataloging

Microform print service

- Online public access catalog
- Participation in bibliographic networks

Physical access to materials

Preparation of bibliographies

Processing of audio-visuals

Processing of microforms

Processing of print materials

Reference services

Reserve book service

Selection of materials

Self-service copy machine

Special collections services
Telefacsimile service
Telephone reference service
Term paper counseling
Union card catalog
User-available typewriters

Appendix B: Checklist of basic instructional media activities and services

Listed below are services which are considered to be normal and basic services in two-year college learning resources program budgets. This list may not include future technologies and services. Inclusion does not mean that an institution should have every activity or service listed.

Adult literacy laboratory
Audiocassette duplication
Audiocassette editing
Audiocassette recording
Audio-visual equipment maintenance
Audio-visual equipment distribution
• Closed circuit television
Copyright consultation
Darkroom services
Equipment distribution
Equipment maintenance
Equipment repair
Equipment specification
Graphic art layouts
Group presentations
Group television viewing
Identification photography
Instructional design and development counseling
Instructional film and video renting and borrowing for classroom use
Instructional materials scheduling

Interactive television
Inventory of audio-visual equipment
Listening services
Microcomputer literacy
Media orientation and instruction
News photography
Photography for slides
Preview services for faculty
Production of instructional materials
Production of sound slide programs
Satellite communication downlink
Scripting of audio-visual presentations
Scripting of television modules
Self-paced learning assistance
Telecourse availability information
Television off-air video recording
Television off-site video recording
Videotape editing
Videotape multi-camera production
Videotape one-camera production

Appendix C: Checklist of special services components list.

This list includes technologies and roles which, if assigned to the learning resources program, will require capital funds, space, personnel, and operational budgets in excess of those included in Tables A to F. Inclusion in this list is not advocacy for these services as part of the learning resources program but recognition that some institutions have included them in the supervisory responsibilities of the chief administrator.

- Adult literacy program direction
- Auto-tutorial laboratory
- Career counseling
- College catalog production

College press

- Community cable televised instruction

Computer Center

Copy shop (not self-service)

- Cross-divisional programs
- Government document full depository
- Institutional records center and archives

Instructional design office

Library technician curricular program

- Materials preservation laboratory
- Media technician curricular program

Print shop

- Public library branch services
- Public museum
- Radio-on-air broadcasting station
- Records management
- Satellite communications uplink
- Special learning laboratory operation

Teleconference and distant learning

Telecourse administration

- Television on-air broadcasting
- Television course broadcast-level production
- Television station maintenance
- Testing
- Text-book rental service

c. Historical and current usage patterns and outcome statistics. (see Attachment 2)

d. Projected usage and services that serve as the basis for planned programs. Growth in terms of population and diversity and increased community use will cause instructional resources to expand to maintain current services. As new technology becomes available, and is applicable to our curricular needs, instructional resources will work with faculty and other programs to provide appropriate support for training, production, repair and maintenance.

3. Mission, Goals, and Objectives of the "Academic Support" Area of the Instructional Resources Division

a. Mission: Role of these services and programs. As mentioned in 1, above, the primary goal of instructional resources is to support the College curriculum by providing services and materials to assist instruction and enhance student success. Current specific goals and objectives are reflected in item 5 below.

4. Introduction to the "Academic Support" Area of the Instructional Resources Components that Follow

a. How developed. Leslie Bretall, Librarian--Public and Technical Services, Rebecca Lord, TLC Lab Coordinator, and Jan Keller, Assistant Dean, Learning Resources, met several times during February and March to develop goals, objectives and activities for instructional resources. Other portions of this section were also written by one of these people.

b. Participants involved in the development of 1996-2000 goals, objectives, activities. Every IRC staff member was asked to read and comment on the draft goals, objectives and activities. These comments were then incorporated into the final document.

c. Planning assumptions affecting development of these goals, objectives, activities. At a Futures Retreat of the Comprehensive Planning Task Force on Monday, December 11, 1995, a list of assumptions about the future that will impact the District's funding was generated. The following items have particular relevance for instructional resources.

- Student demographics will impact how we do business.
- We will need to attract and recruit students in an increasingly competitive market.
- We will be called on to provide courses and services to growing numbers of students who are in need of remediation.
- Faculty will become more facilitators of learning than "imparters" in knowledge.
- Changes in delivery systems and technology will impact jobs in all segments of the workforce.
- We will need to encourage faculty and staff to think about new ways of delivering education (programs and services).
- We will need to develop strategies to overcome internal resistance to technology and help faculty utilize technology in the classroom.
- Resources will need to be identified to support our acquisition and updating of technology on an ongoing basis.
- As distance learning becomes the norm and providers of training and education increase in numbers, we will need to be far more competitive as we seek to remain attractive to the many publics we are designed to serve.
- The general population will continue to grow. With increased numbers of people, community colleges will be called on to provide greater access for mor purposes.

d. Special considerations, contexts, or issues. In January 1997 we will occupy the new library. This move will certainly impact instructional resources in particular and the College in general. This move has been highlighted above in 1.c, and it's impact is addressed in the goals, objectives and activities below. With the recent passage of Proposition 203, we anticipate that the remodel of the IRC first floor

will occur. This eventuality also appears in the goals, objectives and activities below.

5. The Educational Master Plan for Instructional Resources Follows...

Program Goal #1

To improve the level and quality of provided services and materials to support instruction and enhance student success.

Short Term Objectives for this goal (1996-1998)

Open a new library that is well-staffed, well-equipped and well-furnished. The State provides monies for equipment and furnishings that will meet basic needs; however, we want to go beyond the basics to give our students the opportunity to use state-of-the-art equipment and learning resources.

Hire three full-time staff members for the library ensuring that students, faculty and the community receive the help they need using the new facility.

Employ a full-time electronic equipment maintenance technician and, before the move to the new library, employ people for the other media positions specified in the IRC Staffing Plan 1994-1997 (attachment 3). These positions are crucial to provide an increased level of support for audio-visual services to faculty and to ease the transition to an increased use of computer technology in teaching and independent learning.

Add additional part-time staff and college assistants in the library, as needed.

Purchase materials for the new library which will support the curriculum with up-to-date information and which will reflect our diverse College community.

Add additional hourly media personnel, depending on the need generated by the opening of the new buildings.

Adequately support new campus-wide microcomputer installations and the need for repair of this equipment by developing a plan to assign responsibility for these areas.

Install VCRs and monitors in classrooms and replace/repair campus sound systems, as additional equipment money becomes available.

Improve services in the Reprographics/Graphics departments by adding the personnel specified in the IRC Staffing Plan 1994-1997 and by purchasing a scanner and a film processor for these departments.

Assist other offices in determining their copier needs and make appropriate requests for the purchase of equipment.

Hire as peer tutors students who have been successful in specific basic skills courses, although they had to struggle with the subject matter. This new type of tutor may have more empathy for the student having difficulty in basic skills courses.

Convert TLC Lab manual attendance (accountability) records to an automated, card-scanning system.

Medium Term Objectives for this goal (1998-2000)

By 1998, when the new building has been open a little more than a year, reassess our staffing plan and make any adjustments necessary.

Evaluate our success in providing the right mix of traditional learning resources and computerized resources. This assessment might, for example, lead to the cancellation of many magazine subscriptions

and the purchase of more CD-ROM full-text database subscriptions.

Provide input for the remodeling of the IRC first floor (Secondary Effects Remodel) with an eye to turning some of this space into a production facility where faculty can develop and use instructional multimedia tools.

Replace our photo processor, purchase a manual press and plan the move of the print shop in conjunction with the first floor remodel.

Long Term Objectives for this goal (2001 and beyond)

Establish criteria and funding mechanisms for replacing and upgrading equipment.

Purchase an online duplicator for Reprographics/Graphics.

Complete the first floor remodel.

Specific Activities in Support of Goal #1

1. With our interior designer, computer-networking consultants and telecommunication consultants, work to make sure that we purchase computer hardware and wiring that will not be obsolete in six months and to ensure that our furniture will be practical and attractive.

2. Complete the equipment list for the new building.

3. Submit our 1994-1997 staffing plan to the campus staffing committee.

4. Work with faculty to select learning resources for the new library.

5. Complete our retrospective conversion project with Retro-Link Associates, which will reformat our existing cataloging to be used in an automated system.

6. Work with the Public Information Office, the Foundation and community groups to maintain a high level of public awareness about the new library and its impact on the community.

7. Work with members of the campus Multicultural Awareness Committee to select new materials to reflect the diversity of our student population.

8. Publicize the peer tutoring program through campus-generated information such as fliers and handouts; and by frequent informative visits to the classroom by the peer tutors to invite instructor support for the program.

9. Hire several peer tutors to serve day and evening students.

10. Install all necessary hardware and software in order to achieve automated scanning of TLC attendance cards and to distribute the appropriate cards.

Personnel and Staffing Requirements to Meet This Program Goal

The requirements for this goal are addressed in the attached staffing plan. An additional staffing concern is the availability of sufficient maintenance and custodial personnel to serve the new building.

Facilities/Equipment Requirements to Meet This Program Goal

The requirements for this goal are significant. We expect to purchase approximately 65 new fully-networkable computers for the library. These computers will provide access to our online catalog, CD-ROM databases, and to the Internet. We will also be making an investment in audio-visual

equipment that will improve our ability to teach students and faculty how to effectively use our resources. High-resolution overhead projectors, teleconferencing equipment, LCD data/video projectors, new monitors, new VCRs, etc. will aid our teaching efforts immeasurably, but come with high price tags. The equipment needs for the new building are fully described in the attached equipment list (attachment 4). Equipment needs in other instructional resource areas are also great. Reprographics will require a new scanner, film processor, photo processor, online duplicator and manual press.

Program Goal #2

Short Term Objectives for this goal (1996-1998)

Open the library on Saturday from 9:00 a.m. - 1:00 p.m.

Open the TLC Lab on Saturday from 9:00 a.m. - 1:00 p.m.

By Spring 1997, offer some form of Internet instruction in the library. This will include print information and online "help" screen and formal classroom demonstrations of basic Internet search techniques and subject-specific Internet resources.

Locate a minimum of twenty computers located in public-access areas of the library through which students, faculty and staff can access Internet resources.

Make visitor parking convenient and inexpensive for community members wishing to use the new library.

Mount an aggressive campaign to inform the public about the resources available in the new library and schedule events to attract the community to our facility.

Work with other libraries and members of SCILNET to increase the efficiency of our resource-sharing activities.

Provide our local television cable companies with copies of our current College-by-Television programs to be aired on their public-access channels at times other than those on public television.

If funding is available and faculty are supportive, increase the number of CTV courses and air them on the public-access channels.

Work with faculty and the Dean of Professional Programs and Academic Computing to support instructional use of the Internet and e-mail.

Offer more sections of English 164 (Introduction to Research).

Offer in-class instruction in the use of library resources.

Medium Term Objectives for this goal (1998-2000)

Extend service hours for the library and the TLC Lab to include evenings. Staying open until 10:00 p.m. would allow evening students more time to study and use our resources.

Participate in the development of a statewide satellite network and offer appropriate courses as determined by faculty and student interests.

Support faculty who offer courses on the Internet.

Add personnel and equipment to support distance learning initiatives.

Provide student Internet accounts, usable at home or on campus. This will have to be a campus-wide

goal, as providing such accounts will affect Student Services, the Computer Center, the Library, and the TLC Lab.

Long Term Objectives for this goal (2001 and beyond)

Offer an AA degree via distance learning.

Specific Activities in Support of Goal #2

1. Push for the update of the Santa Clarita Union List of Periodicals (SCULP), which could easily be transformed into an online database available at all community, academic and school libraries in the area.
2. Work with the Director of Facilities to plan for visitor parking for the Library.
3. Work with the Public Information Office to incorporate information about the Library and the TLC Lab into our campus home page on the Internet.
4. Advertise exhibitions in the new library's public gallery, teleconferences scheduled for the teleconference room, and services available in the TLC lab to students and interested community members through traditional print media and the local public-access channel.

Personnel and Staffing Requirements to Meet This Program Goal

IRC requirements for this goal are laid out in the IRC Staffing Plan 1994-1997. There will also be significant demands on the staff in other campus offices, including the Public Information Office and Maintenance and Operations. Achievement of the medium- and long-term objectives for this Goal will require an update of the IRC Staffing Plan.

Facilities/Equipment Requirements to Meet This Program Goal

As with Goal #1, this will include the funds to purchase specialized equipment, such as a satellite downlink, satellite digital scanner, video-conferencing equipment, etc. Remodeling of the IRCs first floor to include a staff production facility will allow faculty to incorporate multimedia resources and the Internet into their classroom presentations. Additional visitor parking close to the new library is another important requirement.

Fiscal Requirements to Meet This Program Goal

The fiscal requirements for the equipment mentioned above are given in the Equipment List for the new library. The cost of the remodel of the first floor is included in the COBCP, Remodel Old Library and Labs Secondary Effects. Staffing costs for increased service hours will be approximately \$30.00 per hour for certificated staff, \$15.00 per hour for classified staff and \$4.75 per hour for college assistants in the library and TLC Lab. To open the library until 10:00 p.m. would cost approximately \$9,452.00 per year. To open the TLC Lab until 9:30 p.m. would cost approximately \$7,956.00 per year. To open the library on Saturdays would cost approximately \$4,726.00. The Saturday opening cost in the TLC Lab would be about \$3,971.00.

Program Goal #3

Short Term Objectives for this goal (1996-1998)

Increase membership in the Library Associates.

Use VATEA funds to hire instructors to start the Library/Media Technician certificate program.

Use VATEA funds to increase the number of tutors in the TLC Lab.

Use VATEA funds to purchase new library resources to support current and planned vocational programs.

Continue IRC membership on the campus-wide PAC-B committee to maintain and improve IRC funding.

With the Foundation, develop a variety of giving plans which will make donating funds to the library an attractive option for faculty and staff, students, alumni, and local businesses.

Work with the CIO to ensure that new courses/programs are appropriately funded for instructional resources.

Medium Term Objectives for this goal (1998-2000)

Work with the Foundation to develop a donation plan to assist with the remodel of the IRC first floor.

Revise and reissue the library fundraising brochure.

Long Term Objectives for this goal (2001 and beyond)

Establish an endowment fund for the library which will provide a stable source of income for the replacement of equipment and materials.

Use the capabilities of automated systems in instructional resources to generate more accurate usage statistics in support of requests for funding (district, grants, donations, etc.).

Specific Activities in Support of Goal

1. Work with the Institutional Development Office to identify possible grants for instructional resources and use their assistance to apply for one grant.
2. Work with the Foundation Office to continue current funding initiatives and to develop new ones.
3. Work with the Professional Programs Office to access VATEA funds for instructional resources.

Personnel and Staffing Requirements to Meet This Program Goal

The requirements for this goal include adjunct instructors for the Library/Media Technology Program and additional tutors for basic skills courses.

Facilities/Equipment Requirements to Meet This Program Goal

None

Fiscal Requirements to Meet This Program Goal

These include \$8,000.00 to hire an adjunct instructor for the L/MT Program and two tutors at \$5.00 per hour for twenty hours a week for 34 weeks or \$3,400.00.

Meeting the College's Vision

A. Currency: Given appropriate levels of funding, Instructional Resources will provide current and adequate materials, equipment and services to support the preparation of our students for transfer and/or to enter the workforce. We will also support faculty scholarship, research and creative and innovative practices in their fields. This support will be in the form of online access to a variety of databases and facilities and personnel to assist in the production of multimedia educational resources. We will share an

automated library system with California Institute of the Arts to maximize limited fiscal resources.

B. Effectiveness: Instructional resources will support the initiatives generated by other program areas to achieve this stated focus and vision.

C. Diversity: We will meet the needs of our diverse student body by selecting materials that support our Women's Studies Program, the infusion of ethnic issues across the curriculum, and our students' varied learning styles.

d. Assessment: Instructional Resources will lend its perspective to the continuous evaluation process by maintaining membership in the Comprehensive Planning Task Force and other planning groups. We will monitor our own success in providing service to our students, faculty, and staff by generating more accurate and broad-based usage statistics made possible by our automated systems. These systems will allow us to determine what groups are using our resources (current students, former students, community members, etc.) and what materials and/or services they utilize.

Professional Development Requirements

Instructional Resources staff will require training in the use of our automated library system and in the resources available through the College network. All librarians will need to learn how to use and teach the use of the Internet and World Wide Web. Reprographics/Graphics staff will need training in the use of new equipment and software as it becomes available. Audio-visual staff will need training in the production of multimedia resources and in the repair of newly acquired equipment. The TLC Lab staff will require training for the card scanning attendance system and continual training for new materials that are adopted in the courses that are tutored.

IRC Staffing 1994-1997

Attachment 3

The opening of the new library, scheduled for Fall 1996, will herald the beginning of a new level and scope of library services available to the college community. While maintaining traditional services dedicated to providing access to print and standard audio-visual sources, the library staff will also be committed to serving as a mediator to the vast array of information available through Internet and other telecommunications networks. The new library building has been designed with an eye to providing data and communications connections in a variety of useful settings, including public access catalog terminals, group study rooms and individual study areas. Indeed, the completion of the new library and the funding of new positions described below will ensure that we will achieve new levels of information and computer library commensurate with the current and future demands on our students by employees and transfer institutions.

Automation will also change the way in which traditional library services will be carried out, such as checking out a book or magazine, putting a hold on an item, borrowing materials from another library, and processing materials to go into the collection. Students will use a campus-wide identification card to access library services. They will be able to tell if a book they require is available by looking it up on the OPAC (online public access catalog). A faculty member can find out what our library has to offer and can also check the holding of libraries around the world through his/her office computer, and can then put a book on reserve for a class without leaving the office.

Our new library will include a public gallery where student and community artwork will be displayed (room 206). A room is also available for teleconferences and seminars (room 204). Students and staff will be able to view back issues of journals and newspapers on microfiche and CD-ROM in room 209. Ample space has been provided for group and individual study, and a room has been set aside for word-processing. Students and staff will be able to use a variety of audio-visual items in the audio-visual viewing/listening rooms (201 and 202).

All of these services will be housed in a facility of 27,222 assignable square feet, approximately triple the size of the current library. Public service desks will be located on the first floor (adjacent to the reference stacks) and on the second floor (near the periodical stacks). Given the change in size and the increased services that we wish to deliver efficiently to the college, staffing the new library has been a major concern.

Certificated Functions:

Academic librarians perform a number of services crucial to the college community. They provide reference service to students and faculty, individually and in group sessions. Academic librarians are also responsible for working with faculty to evaluate and select materials to be added to the library's collection. Additionally they oversee the technical processes that ensure that library resources are cataloged and labeled correctly and are circulated to library users efficiently and equitably. Librarians are responsible for developing library policies and procedures and for supervising classified staff to make sure these policies are implemented. As faculty, they are also expected to participate in campus committee work, attend division meetings, help evaluate other faculty members and participate in other professional activities. Working with the Assistant Dean of Learning Resources, and the Foundation staff and the Public Information Officer, librarians also help coordinate publicity and fund-raising efforts for the library.

Currently, one full-time librarian is employed by the College. That librarian, in a 35-hour week, is responsible for all of the duties outlined above. In addition, the librarian assists at the circulation desk when necessary and generally supports the classified staff.

Even before the new library opens, the professional functions will need to be divided in order to handle the responsibilities generated by the OPAC. When the library actually opens, another position will be needed to help staff two public service areas and to expand our bibliographic instruction program. The job responsibilities for the proposed positions are outlined below.

Librarian-Technical Services. Filling this position will finally give the learning resources center a certificated "tech's" position. It's very important that we have our new automated system and technical services person in place before we move to the new building because the move to the new building will be difficult enough without the exigencies of conversion to a new system. The technical services librarian will oversee this conversion to an automated system and maintain the system so it is up and running. S/he will serve as a networking liaison with personnel at Cal Arts (where the mainframe for our system will be based) and will be responsible for training library staff in system use. Once we move to the new library, this person will also have responsibility for the technical services mall which will include cataloging, acquisitions and automation.

Librarian-Public Services/Bibliographic Instruction. The introduction of multimedia technology and the Internet to our campus will necessitate increases in the size and scope of our Bibliographic Instruction programs for students and staff. The person in this new position will coordinate these programs and will help handle supervision on both floors of the new building.

Librarian-Public Services and Audio-visual. By 1996-97 we will need another librarian to take a lead role in the use of audio-visual materials, especially interactive media and computer software programs. This person will work with faculty to acquire commercially available programs and then work with students assigned to use the programs. This librarian will be key to the success of multimedia usage and will work closely with audio-visual personnel and faculty in the creation and utilization of locally and commercially produced programs.

Classified Functions:

Classified staff are essential to the day-to-day functions of every area of learning resources. They work closely with the certificated staff to develop procedures and carry out policies and procedures. They sometimes supervise other classified staff and usually supervise college assistants. They are frontline people who have initial contact with students making them vital to the service function of learning

resources. The new library will mean an increase in student contacts and the advent of automation, requiring more specialization in most areas. Just the threefold increase in the square footage of the library demands additional personnel for adequate service and supervision. The job responsibilities for the proposed positions are outlined below.

Instructional Media Technician-Electronic Equipment Repair/Maintenance. The workload in audio-visual and the computer place has reached a critical point. Joseph Lanthier and Judy Klingler cannot keep up with audio-visual equipment repairs, computer and printer repairs, sound system repairs and maintenance, and audio-video production. We have tried to use students to provide some relief, but we just get them trained and they leave. Initially, we need a half-time person who would move to full-time when the new library is occupied. This person would provide computer repair services for all of learning resources, not just the computer place.

Library/Media Technician I (Evening Circulation). With two floors to cover and the inevitable increase in usage, it will be impossible to keep the new library open in the evenings with only one reference librarian and a student as we do now.

Library/Media Technician I (Technical Services/Acquisitions). We anticipate receiving about one million dollars with the opening of the new library for new books and audio-visual materials. It will be impossible for our current staff to handle such an influx of materials. Also, acquisition functions are now handled by the Assistant Dean's secretary and they need to be located in technical services.

Media Coordinator. The Assistant Dean of Learning Resources will move to the new library which will leave a significant supervisory gap for audio-visual. This would be a classified position and the person in it would provide daily supervision and coordination for audio-visual production, equipment maintenance, and graphics. Even if the Assistant Dean were not to move, this position needs to be in place to handle the significant and imminent changes occurring in technology. This position would deal with the technical side of distance learning, teleconferencing, faculty multi-media production, etc.

Instructional Laboratory Technician-English. We currently have two people working 19 hours per week in this position. Even with all the best intentions, miscommunications and a lack of continuity makes this an untenable situation.

Reprographic Technician I-Bindery/Darkroom. We need a person that can take a lead role in this critical reprographic production area. We now rely on college assistants or already strapped full-time staff. It might be possible to make this an afternoon-evening assignment and eliminate some classified hourly hours.

Library Media Technician II (Automation). This position would be supervised by the technical services librarian and would relieve this librarian from technical details better handled by a technician. The day-to-day details of our automated system would be this person's primary responsibility.

Library Median Technician II (Film Booking/CTV/Media Secretary. Besides the Assistant Dean moving to the new library, Lynne Lowe and Maureen Wilcher will also be going. This means no one will be available to provide audio-visual secretarial service, film booking, or College-By-Television assistance. Even though Janice Smith now has CTV responsibility, her HITE duties are growing to such an extent that she cannot keep up with CTV.

Library Media Technician I (Serials). This position is responsible for the receipt, inventory, and maintenance of our serials (magazines, indexes, etc.) collection. This position would allow our present LMT II to be full-time in circulation which will be a high priority.

Instructional Media Technician-Photography. Even now it is becoming more and more difficult for the IMT-Graphics/Photography to keep up with demand in both areas. This situation will become more acute as faculty become more involved in the production of multimedia programs.

College Assistants:

The importance of college assistants to IRC operations is incredible. Without these people the above list would be significantly larger as these college assistants function at the clerical or job-entry level. Even though we need more of them now, the opening of the new library will make an increase essential. Additional college assistants (CA) will be needed in the following areas. Most areas of the IRC are currently open 56.5 hours per week.

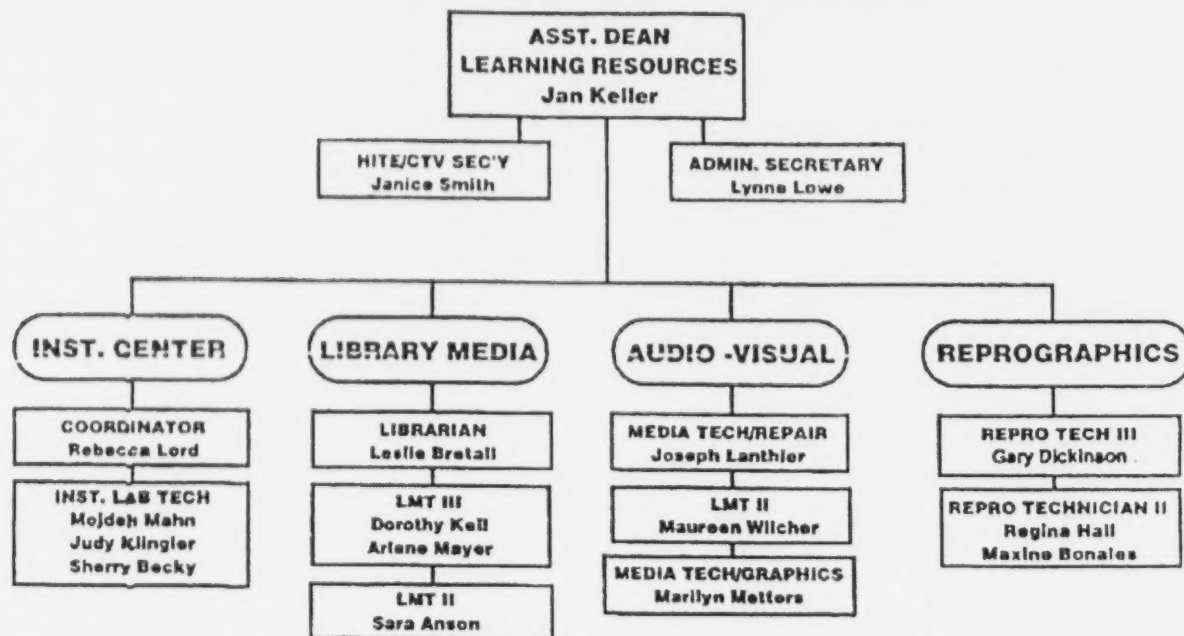
	1993-94	1995-96
	hrs./wk.	hrs./wk.
Library/Circulation	55	140
Technical Processing	10	20
Audio-Visual Circulation	20	55
Audio-visual	15	30
Reprographics	15	30
	115 2 CA/hr.	275 CA/hr.

The three attachments are a chart showing IRC personnel changes for the next three years, an organization chart showing the old and proposed positions; and the floor plan for the new library.

Attachment (1)

INSTRUCTIONAL RESOURCE CENTER

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JD. 11/94

Attachment (1)

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